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ABSTRACT

This activity book is designed to help individuals look at their interests and abilities as they relate to work. It includes activities on interests, school subjects, education and training, aptitudes, work methods, physical effort, job location, mobility, industries, budgeting, values, decision making, and exploring occupations. Answer keys to some activities are provided. (KC)

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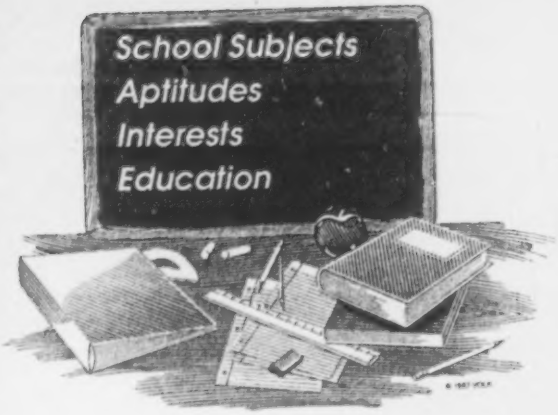

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An activity book to help you think about what you want from your work

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1 School Subjects

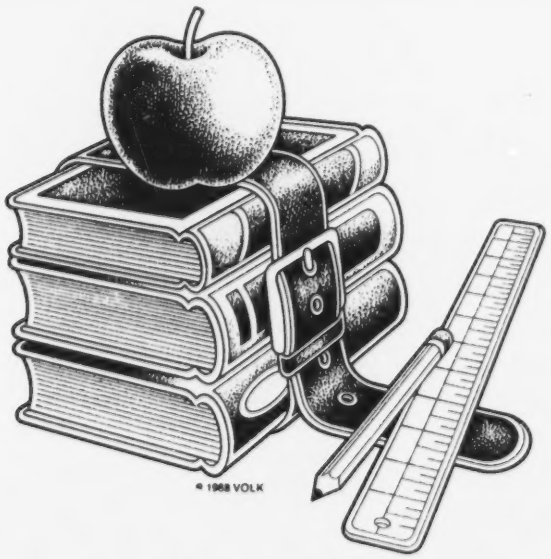
Your favorite school subjects may point to occupations that use your strongest interests and skills. When you think about classes you like best, make sure you are choosing *subjects* you like. Do not choose classes that you enjoy mainly because you like the teacher or the other students.

This activity will help you identify industries in which you might like to work. The work world is made up of different industries, which are classified by the activities they involve. Knowing about industries can help you understand the work world and discover ones you've never considered before.

DIRECTIONS

In the chart at the right (and extending onto the opposite page), eleven categories of school subjects are listed vertically at the left side of the chart. Across the top, nine industry classifications appear as column headings. A check mark (✔) appears below each industry classification that is related to the school subject category in that row.

1. Circle three or more of your favorite school subjects. These do not have to be your "best" subjects, just the ones that have interested you the most.
2. Circle all the ✔'s in the category row for each subject you choose.
4. The industries with the most ✔'s may be the ones you are most interested in for career exploration.
5. Not every career within an industry will be related to the same school subject. Also, most school subjects will relate to a few careers in ***every*** industry. The industries you get from completing this activity are a good place to start, but are not the only industries in which you may be interested.



School Subjects
Agriculture Agricultural Production Agricultural Services Agricultural Mechanics, etc.
Business Education Accounting & Bookkeeping Business Mathematics Finance, etc.
Computers/Applications Programming Data Base Adminstration Systems Analysis, etc.
Distributive Education Marketing Finance Entrepreneurship, etc.
Family and Consumer Science Foods/Nutrition Textile Arts Parenting & Child Develop., etc.
Fine Arts Art Music Dramatics, etc.
Health and Physical Education Health Physical Education, etc.
Industry & Technology Education Drafting Graphic Arts Mechanics, etc.
Language Arts English Drama Foreign Languages, etc.
Mathematics General Mathematics Algebra Geometry, etc.
Science Earth Science Biology Chemistry, etc.
Social Studies Geography History Social Studies, etc.
Totals ⇨

Agriculture, Forestry, and Wildlife	Mining	Construction	Manufacturing	Transportation Communication Public Utilities	Wholesale/ Retail Trade	Finance, Insurance, & Real Estate	Services	Public Administration
✔					✔			
				✔	✔	✔	✔	✔
			✔	✔	✔	✔		
				✔	✔	✔		✔
			✔		✔		✔	
				✔	✔			✔
✔							✔	
✔	✔	✔	✔	✔				
				✔	✔	✔	✔	✔
		✔	✔	✔	✔	✔		✔
✔	✔		✔				✔	
✔				✔		✔	✔	✔

Industries

There are many occupations in the world of work. They can be grouped in different ways. One of these ways is by the kinds of industries that employ people in various occupations. On the following pages, put a star by the industries you identified in the School Subjects activity on page 3. Then use the industry descriptions to complete the activity on pages 7 and 8.

Agriculture, Forestry, and Wild Life

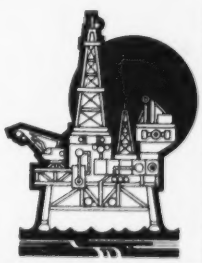
This industry includes occupations that deal with agricultural production, forestry, commercial fishing, hunting and trapping, and other related services.

Agricultural production: crop production or the production of livestock and livestock products

Agricultural services: soil, crop, livestock, veterinary, labor, management, and other services

Forestry: the operation of timber tracts, tree farms, and forest nurseries; reforestation; and the gathering of forest products

Wild Life: all types of commercial fishing, hunting, and trapping activities; the operation of hatcheries and preserves; and the propagation of game birds and fish



Mining

This industry includes occupations that deal with mining, developing mines, or exploring for metallic minerals; the extraction of naturally occurring minerals as liquids, solids, or gases; quarrying, well operation, milling, and other preparations done as part of mining activities.

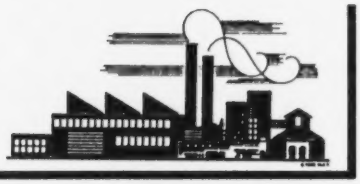
Construction

This industry includes occupations that deal with construction including new work, additions, alterations, and repairs.

Building construction: designing and constructing private homes, multi-unit housing and commercial buildings

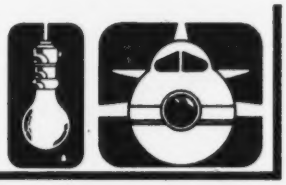
Heavy construction: building structures such as highways, dams, and heavy industrial buildings

Specialized construction: plumbing, painting, electrical work, and carpentry



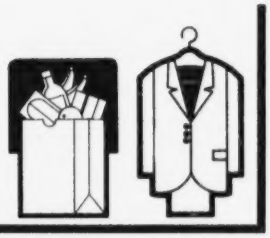
Manufacturing

This industry includes occupations that deal with the mechanical or chemical transformation of materials or substances into new products. They generally involve work in plants, factories, or mills. They feature work with power driven machines and materials handling equipment. Assembling component parts and blending materials are also parts of this industry.



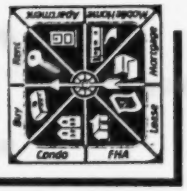
Transportation, Communication and Public utilities

Transportation includes all passenger and freight transportation by land, air, or water for the general public. It also includes other business enterprises, such as arranging this transportation and forwarding freight.
Communications includes visual and audio services through telephone, telegraph, or radio and television broadcasting.
Electric & gas services include the generation, transmission, and/or distribution of electricity, gas, or steam.
Sanitary services include the collection and disposal of garbage, sewage, and other wastes; the distribution and sale of water for domestic, commercial, and industrial use.



Wholesale / Retail Trade

Wholesale trade businesses sell merchandise to the retail trade. They also make sales to industrial, commercial, institutional, farm, and professional business users.
Retail trade businesses in sell merchandise to the general public.
Wholesale and retail businesses are similar, because their main function is to sell products. Both may also be involved in maintaining and repairing what they sell. The chief difference is the type of customer served: individual consumers for the retail trade, and retailers, other businesses, and professional users for the wholesale trade.



Finance, Insurance, and Real Estate

This industry includes occupations that deal in the fields of finance, insurance, and real estate.

Finance includes banks and trust companies, credit agencies, investment companies, security and commodity exchanges, and holding companies.

Insurance includes all types of insurance carriers, as well as insurance agents and brokers.

Real estate includes real estate operators, owners and lessors of real property, developers, agents, and brokers.

Services

This industry includes occupations that provide a wide variety of services for individuals, businesses, government, and other organizations. Some occupations offer hotel and other lodging place services; personal, business, repair, and amusement services; and health, legal, engineering, educational, and other professional services.

Public Administration

This industry includes the legislative, judicial, administrative, and regulatory activities of the Federal government, along with similar activities of state and local governments.

Industries and You

One way to better understand the work world is to look at how it's divided into industries. Then you can use the industry classifications to help you explore occupations. Use the questions below to get a better understanding of how industries relate to occupations.

1. Think of 5 people you know and write their occupations in the left column. Then, using the descriptions on pages 4 through 6, decide which industry fits each occupation.

Occupations of People You Know	Industries
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. In the left column, write down 5 occupations you've been considering for your future. Then, using the descriptions on pages 4 through 6, decide which industry fits each occupation.

Occupations	Industries
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Now, using the results of your School Subjects activity on pages 2 and 3, write your top three industries on the blanks below.

Industries _____

_____

_____

4. Look at your answers for questions 2 and 3. Are there any industries that are repeated? If so, circle them. There may be other occupations within these industries you'd also enjoy. Use the industry wheels on the following pages to find out what they might be.

5. Knowing which industries interest you the most can help you choose classes for high school. Look back at the chart on pages 2 and 3. Circle the industries at the top of the chart that you identified in question 4 (above). Then, going down those columns, put an ✗ over the checks (✔). Looking across the chart, which subjects have the most ✗'s? Write them on the lines below. You may enjoy taking classes in these subjects. They may even lead to a career.

_____

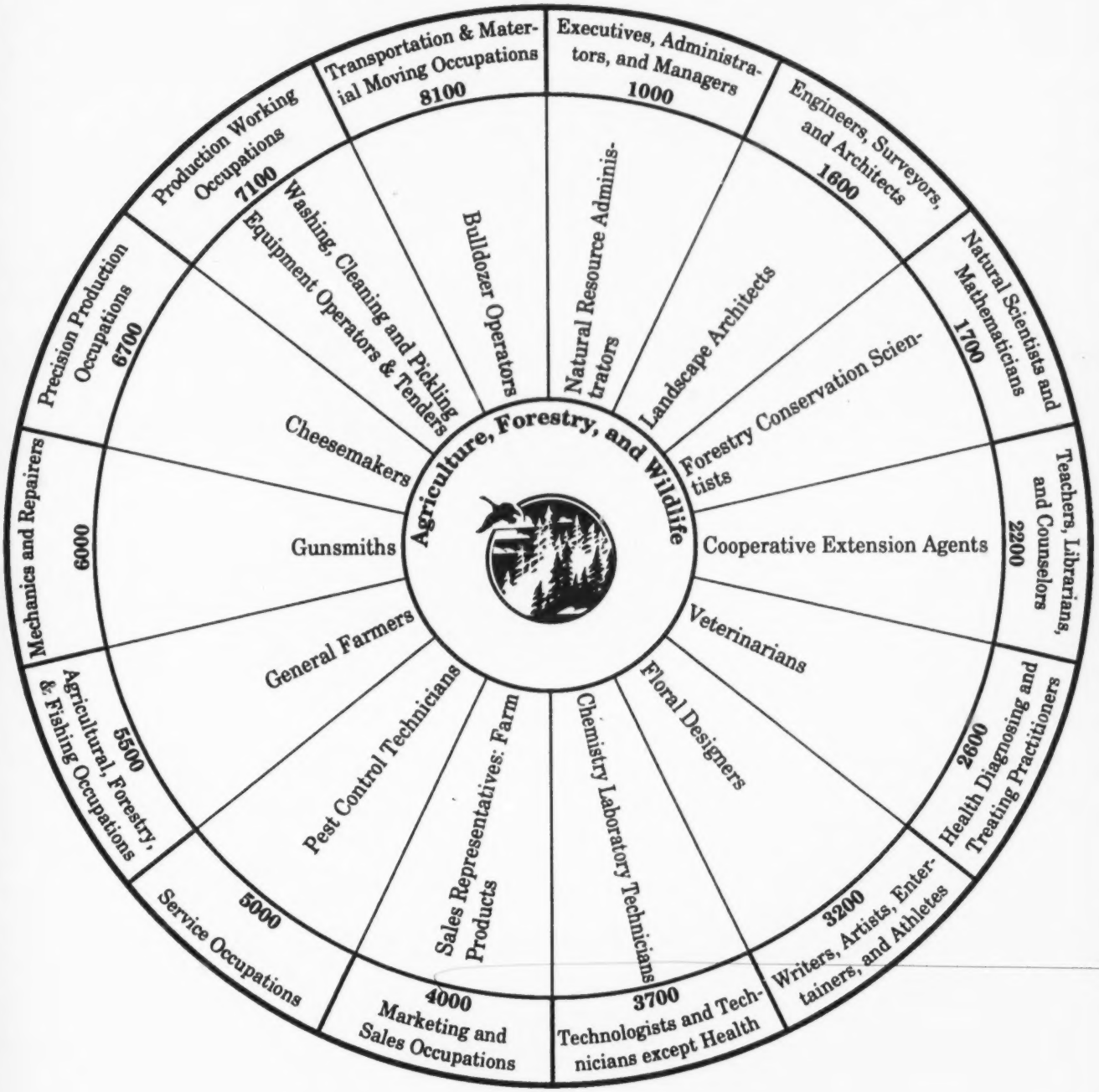
_____

_____

6. The following pages contain more detailed information about occupations within the industries, in a set of "wheels" showing some typical occupations from various WCIS *occupations divisions*. Start by turning to the pages that deal with the industries you identified in question 4. Look at the outer rings on each wheel. Which of the divisions are most interesting to you? Circle them. Later you can use this information to learn more about specific occupations in the divisions you circled. For now, use the space below to write down occupations and ideas that occur to you as you explore the industry wheels.

Agriculture, Forestry, and Wildlife Industries

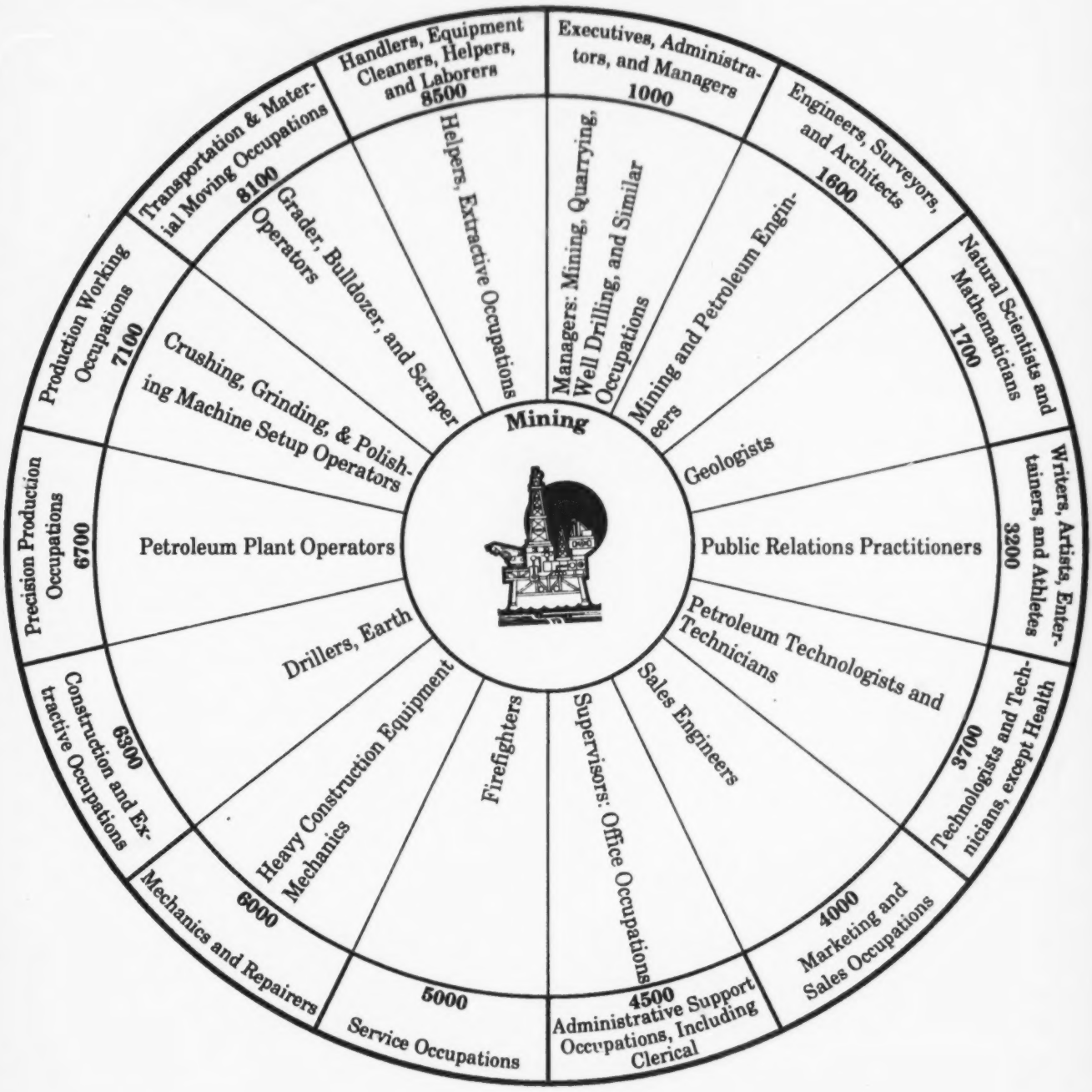
These industries include businesses and other organizations that deal with agricultural production, forestry, commercial fishing, hunting and trapping, and other related services.



The outer circle shows the names and ID numbers of fourteen "Occupational Divisions" which include important jobs in this industry. The "spokes" give the names of typical occupations found in the industry for each division.

Mining Industry

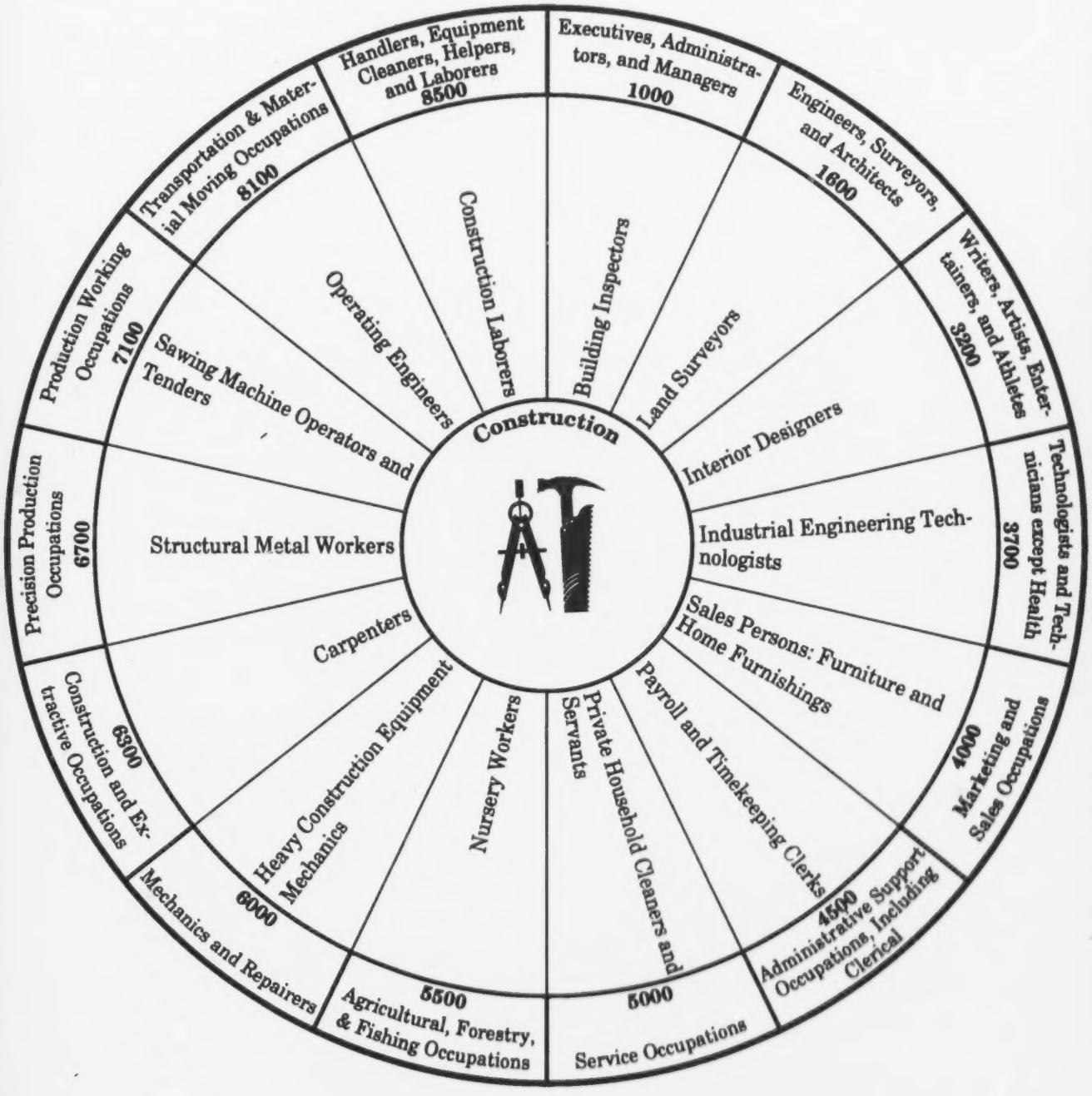
The mining industry includes businesses and other organizations that deal with mining operations, developing mines, or exploring for metallic minerals. Mining involves the extraction of naturally occurring minerals as liquids, solids, or gases.



The outer circle shows the names and ID numbers of fourteen "Occupational Divisions" which include important jobs in this industry. The "spokes" give the names of typical occupations found in the industry for each division.

Construction Industry

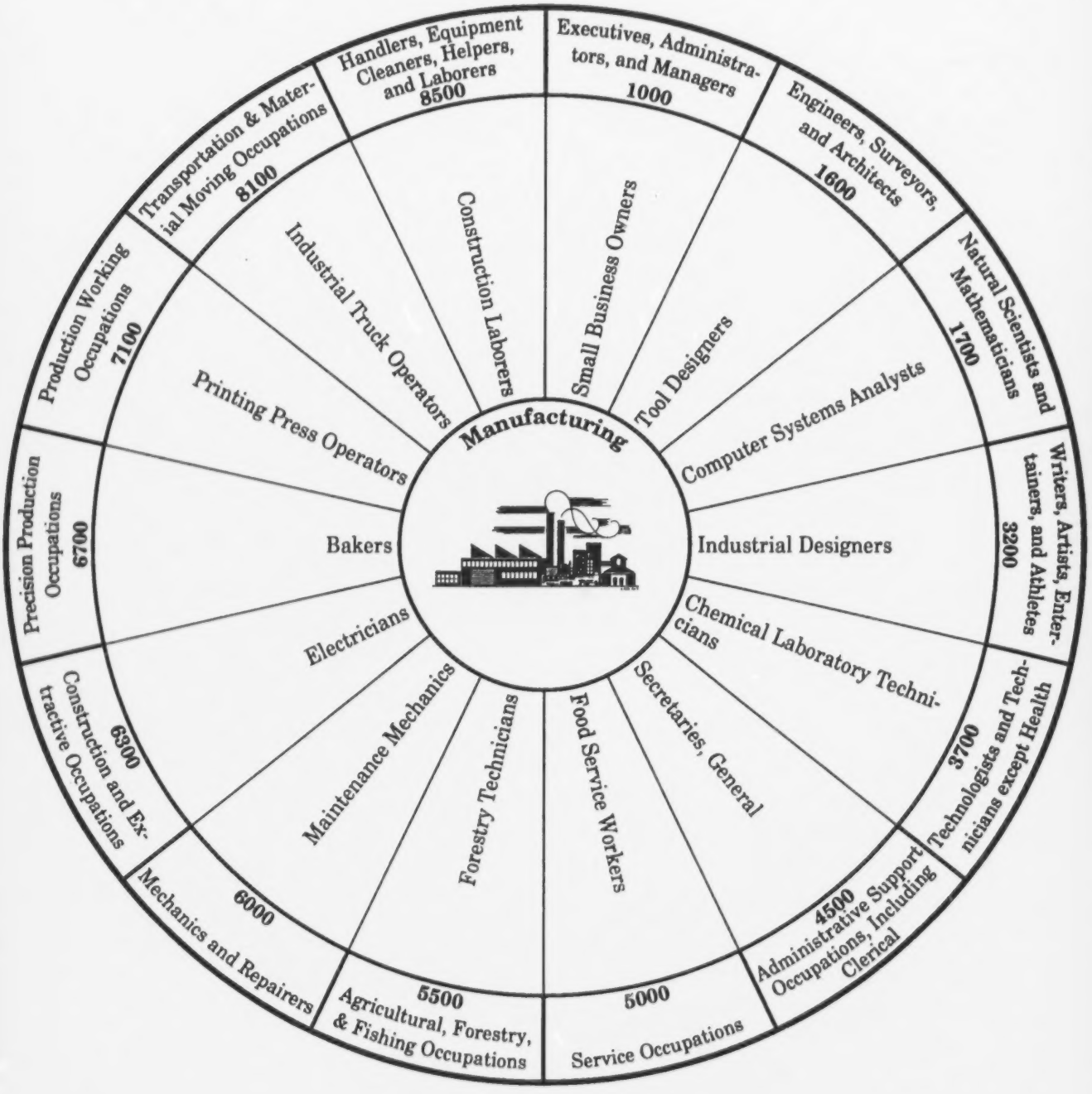
The construction industry includes businesses and other organizations that deal with heavy, building, and specialty construction. This includes new work, additions, and alterations and repairs to existing structures.


Construction
Executives, Administrators, and Managers 1000
Engineers, Surveyors, and Architects 1600
Writers, Artists, Entertainers, and Athletes 3200
Technologists and Technicians except Health 3700
Marketing and Sales Occupations 4000
Administrative Support Occupations, Including Clerical 4500
Service Occupations 5000
Agricultural, Forestry, & Fishing Occupations 5500
Mechanics and Repairers 6000
Construction and Extractive Occupations 6300
Precision Production Occupations 6700
Production Working Occupations 7100
Transportation & Material Moving Occupations 8100
Handlers, Equipment Cleaners, Helpers, and Laborers 8500
Construction Laborers
Building Inspectors
Land Surveyors
Interior Designers
Industrial Engineering Technologists
Sales Persons: Furniture and Home Furnishings
Payroll and Timekeeping Clerks
Private Household Cleaners and Servants
Nursery Workers
Heavy Construction Equipment Mechanics
Carpenters
Structural Metal Workers
Sawing Machine Operators and Tenders
Operating Engineers

The outer circle shows the names and ID numbers of fourteen "Occupational Divisions" which include important jobs in this industry. The "spokes" give the names of typical occupations found in the industry for each division.

Manufacturing Industry

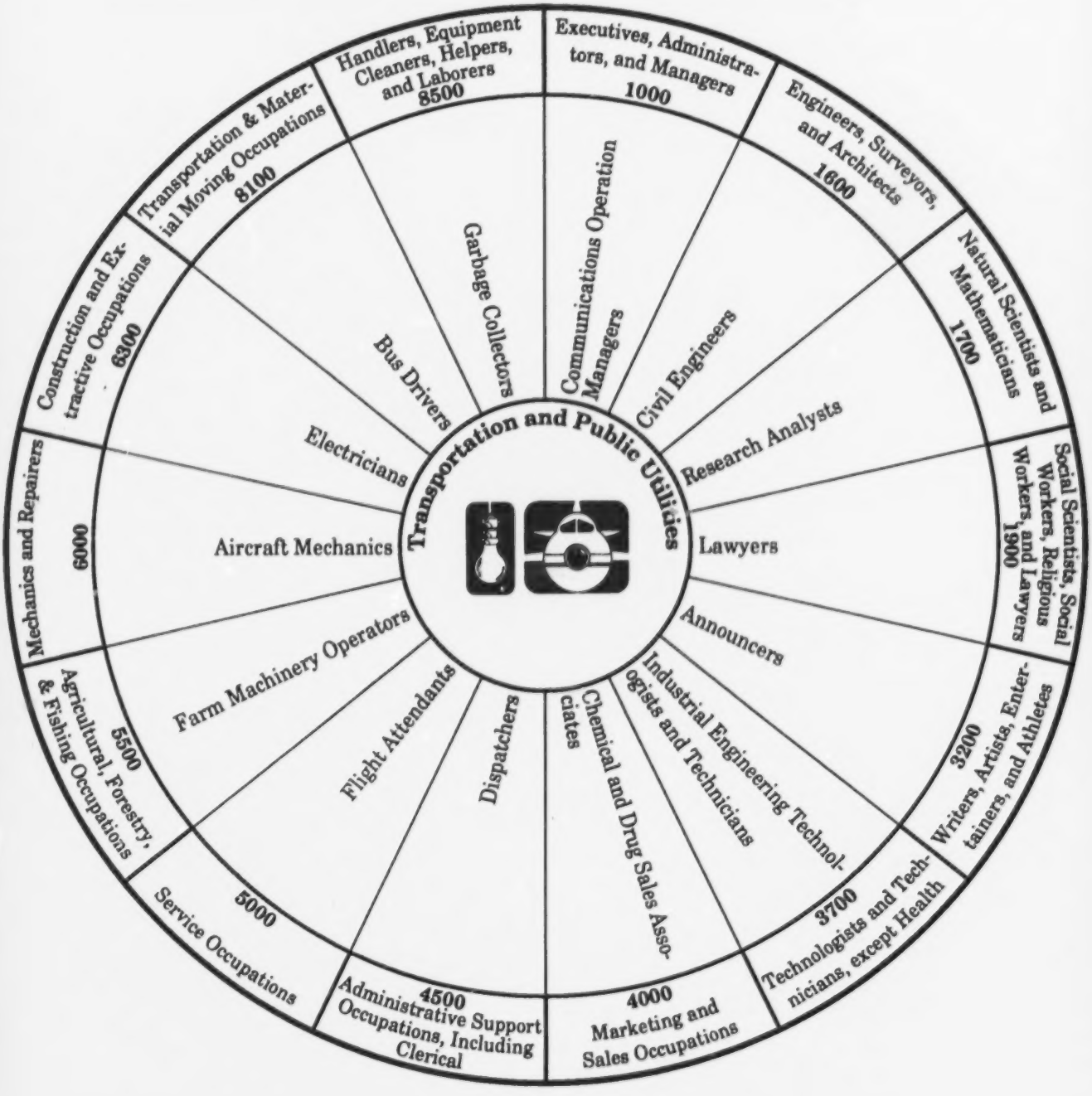
The manufacturing industry includes businesses and other organizations involved in producing new products from raw materials or substances, or by assembling them from component parts.



The outer circle shows the names and ID numbers of fourteen "Occupational Divisions" which include important jobs in this industry. The "spokes" give the names of typical occupations found in the industry for each division.

Transportation and Public Utilities Industries

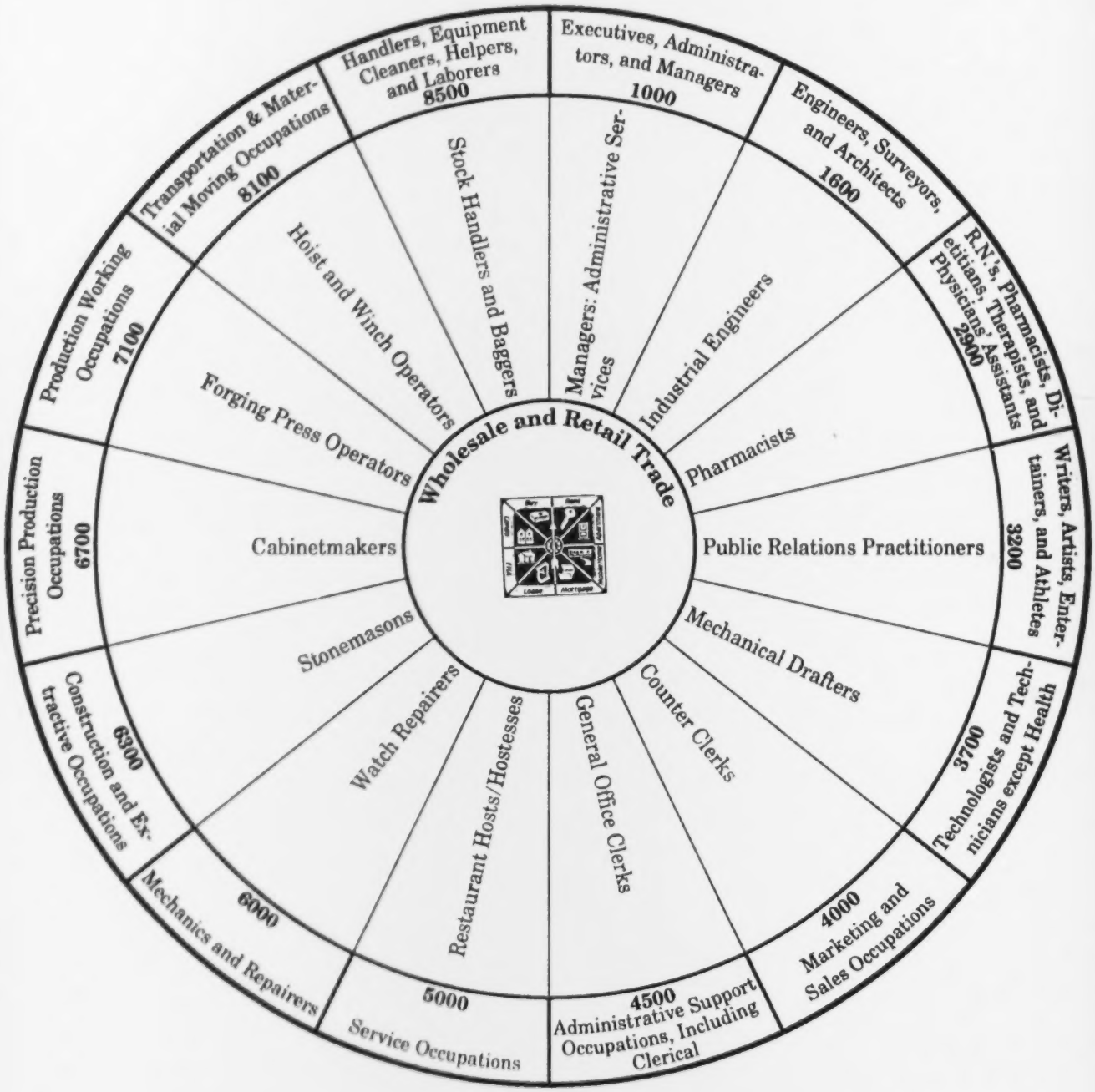
These industries include transportation organizations that arrange and provide passenger and freight transportation by land, air, or water for the general public and other business enterprises. Public utilities, both privately and publicly owned, provide communications, gas, electric, and sanitary services to communities and businesses.



The outer circle shows the names and ID numbers of fourteen "Occupational Divisions" which include important jobs in this industry. The "spokes" give the names of typical occupations found in the industries for each division.

Wholesale and Retail Trade Industries

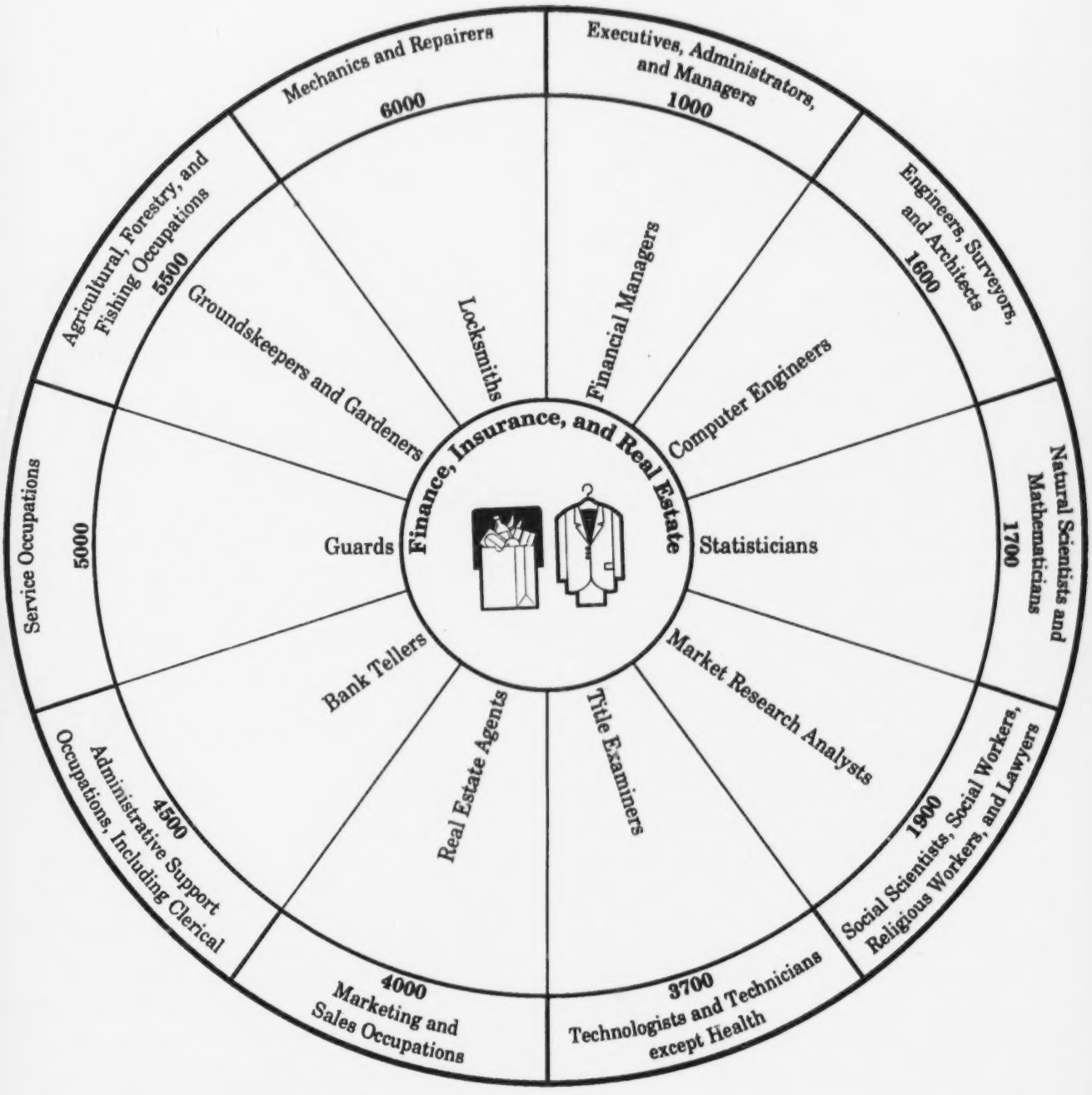
These industries include wholesale businesses, which sell merchandise to retail trade establishments for resale, and retail businesses, which sell to the general public.



The outer circle shows the names and ID numbers of fourteen "Occupational Divisions" which include important jobs in this industry. The "spokes" give the names of typical occupations found in the industries for each division.

Finance, Insurance, and Real Estate Industries

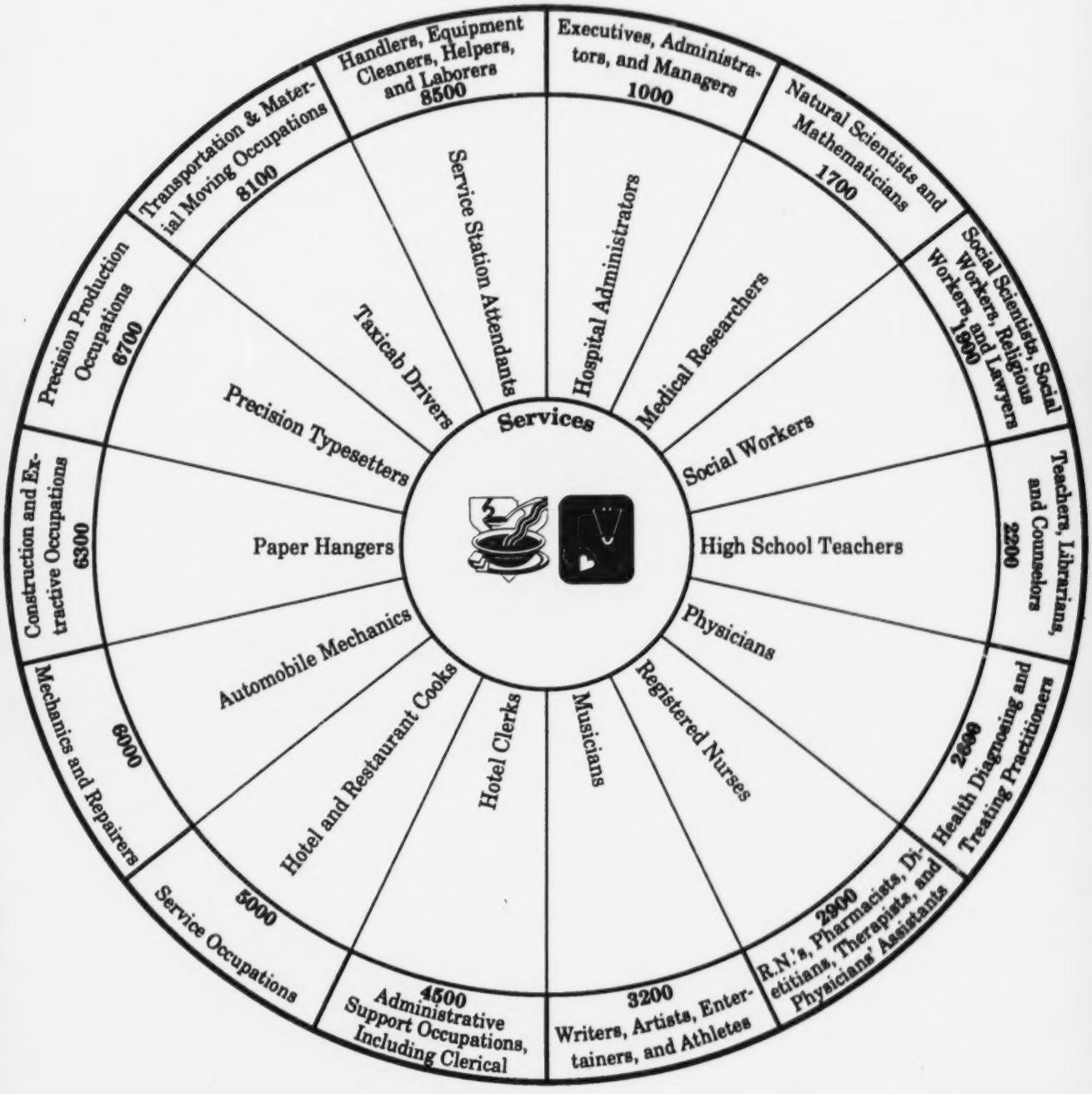
These industries include banks, brokerages, and other organizations that deal with finance, insurance, and real estate.



The outer circle shows the names and ID numbers of fourteen "Occupational Divisions" which include important jobs in these industries. The "spokes" give the names of typical occupations found in the industries for each division.

Services Industry

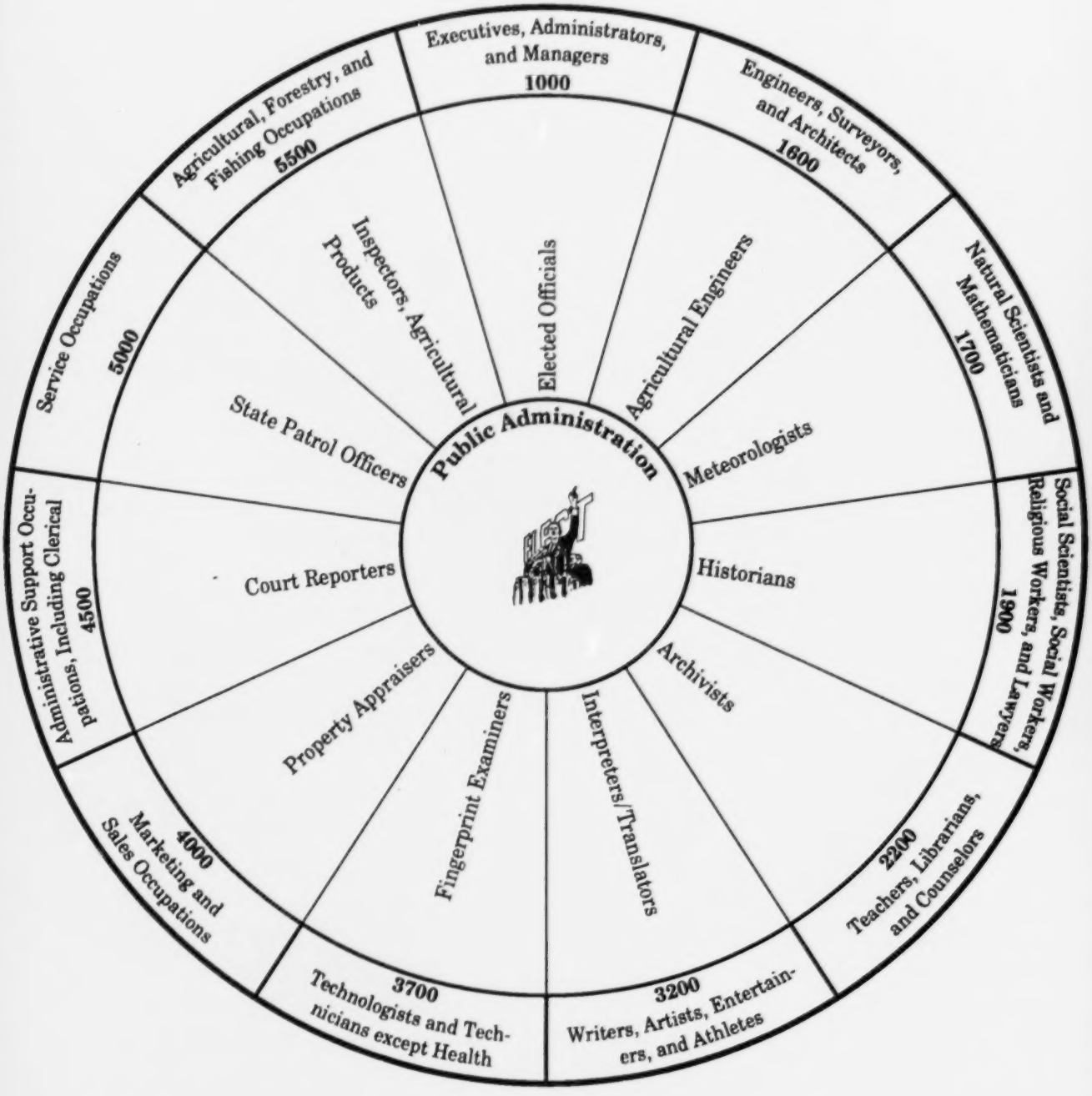
This industry includes businesses and other organizations that provide a wide variety of services to individuals, businesses, governments, and other groups.



The outer circle shows the names and ID numbers of fourteen "Occupational Divisions" which include important jobs in this industry. The "spokes" give the names of typical occupations found in the industry for each division.

Public Administration

This industry includes organizations that carry out the legislative, judicial, administrative, and regulating activities of the Federal government, along with similar state and local government agencies.



The outer circle shows the names and ID numbers of eleven "Occupational Divisions" which include important jobs in this industry. The "spokes" give the names of typical occupations found in the industry for each division.

2 Aptitudes

When trying to decide what kind of work you might like, it helps to know what *aptitudes* you have. Aptitudes are either natural talents you are born with or abilities you have learned. You can use your aptitudes to explore occupations. Most occupations require one or more of the following aptitudes to some degree:

Verbal

People who use language well and communicate clearly when writing or talking to people have a verbal aptitude. They understand what they read and have a good vocabulary. They are able to read and follow directions.

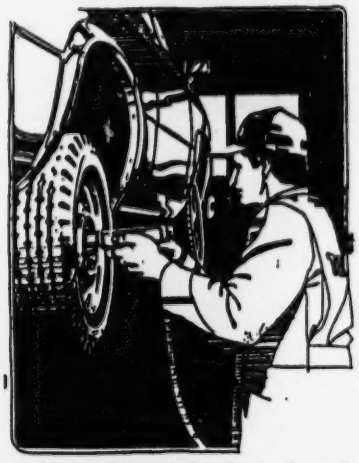
Numerical

People who are able to add, subtract, multiply, and divide quickly and accurately have a numerical aptitude. They can use logic to solve problems, and they pay attention to details.

Visual

People who see colors, details, and relationships among objects have a visual aptitude. They are able to remember the way things look. They can imagine how an object will appear as a finished product while looking at a diagram or a blueprint.

Coordination



People who work with their hands easily, quickly, and accurately have an aptitude for coordination. They are able to move their hands, feet, or entire body just where they want them/it to go. They are usually quick and accurate at sorting or operating things.

Aptitude Activity

People tend to enjoy the things for which they have an aptitude. To help you decide what your aptitudes are, answer yes or no to each of the following questions. Write your answers in the blanks on the next page.

Do you enjoy:

1. working crossword puzzles?
2. being treasurer of a group?
3. decorating your room?
4. playing miniature golf?
5. telling jokes?
6. working unusual math problems?
7. planning how a garden will look?
8. playing a musical instrument?
9. writing letters?
10. playing cards?
11. designing posters?
12. dancing?
13. keeping a diary or journal?
14. playing Monopoly?
15. designing a bulletin board?
16. playing catch?
17. looking through book or magazine racks at a store?
18. playing chess?
19. collecting leaves or other natural objects?
20. shooting baskets?
21. making up a secret code or speaking a foreign language?
22. using a calculator?
23. taking photographs?
24. throwing darts?
25. acting in a play?
26. selling tickets, candy, or other items?
27. choosing your favorite pictures at an art exhibit?
28. using hand tools?
29. talking on a telephone?
30. keeping attendance records for a class or club?
31. using a diagram to put something together?
32. pitching pennies?
33. telling ghost stories?
34. using a computer?
35. working jigsaw puzzles?
36. bowling?
37. writing stories or writing for a newspaper or newsletter?
38. working with the metric system?
39. judging an art or costume contest?
40. playing pinball?
41. reading magazines or newspapers?
42. keeping track of your spending and savings?
43. designing a Halloween costume?
44. repairing things that have been broken?
45. using a CB radio?
46. doing math puzzles?
47. identifying trees, flowers, birds, or other natural things?
48. going through an obstacle course?
49. singing songs?
50. conducting a survey and compiling the results?
51. collecting stamps or coins?
52. doing magic tricks?
53. reading aloud?
54. making charts or graphs?
55. following a maze?
56. playing pick-up-sticks?
57. arranging books by topic?
58. being a scorekeeper?
59. making holiday or party decorations?
60. building houses with playing cards?

Write ***yes*** or ***no*** answers on the blanks below. ***Be sure to write your answers going across, not down.*** ⟶

1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____
17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____
25. _____	26. _____	27. _____	28. _____
29. _____	30. _____	31. _____	32. _____
33. _____	34. _____	35. _____	36. _____
37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____
45. _____	46. _____	47. _____	48. _____
49. _____	50. _____	51. _____	52. _____
53. _____	54. _____	55. _____	56. _____
57. _____	58. _____	59. _____	60. _____
Totals: _____	_____	_____	_____
A	B	C	D

1. Looking down each column, count up the number of "yes" answers in each column.
2. Write the number of "yes" answers for each column in the corresponding space on the ***Totals*** line.
3. Each column going down represents one of the aptitudes in this order: A – verbal; B – numerical; C – visual; D – coordination.
4. Did you answer "yes" more in one column than in the others? If so, this may be your strongest aptitude, the one you may want to use most in your career.
5. If another aptitude came in a close second, you may want to take a look at careers that use both of these aptitudes.

Verbal Aptitude Activities

Check your verbal aptitude by trying the activities on this page and the next.

The directions for the first activity are:

1. Find a sheet of lined paper. Read all the directions before continuing with this activity.
2. Write your name in the upper left corner of your paper, last name first.
3. Number the lines down the left margin from 1 to 10, skipping every other line.
4. Next to number 4, copy the word from each pair that is correctly spelled:
   supprise or *surprise*
   truely or *truly*
   grammar or *grammer*
5. Next to number 5, rewrite the following sentence, correcting any spelling or grammatical errors.
   Pat like nothing more then the thrill of strange Place mysterious Languages and unlickly Customs.
6. Next to number 6, write the two italicized words that are used correctly in the following sentences:
   a. The king *accented* the stairway to the throne.
   b. *Irregardless* of the consequences, Chris stayed out late.
   c. *They're* having a fun time at the shopping center.
   d. A member of the *clergy* visited the President.
7. Next to number 7, write the third letter that comes before the second letter after M in the alphabet.
8. Next to numbers 8 and 9, substitute another expression for each of the italicized phrases:
   a. Tracy's enthusiasm spread through the group *like wildfire*.
   b. The phrase "tender age" is as *old as the hills*.
9. On the sheet of paper, follow the directions in steps 2 and 3, then write the answers to questions 4, 5, and 6, but do not write answers to questions 7 and 8. If you have already answered questions 7 and 8, you did not follow the directions in number 1!

Answers are on page 51.

Hidden Word Square

G A U T

P R M R

D O L A

E S I C

1. Look at the letters in the "Hidden Word Square" above and find words with three or more letters.
2. Words are formed only when letters touch one another in order.
3. Letters may join up and down, across, and diagonally.
4. No letter may be used more than once in a single word. For example: "soil" may be used, but "soils" may not.
5. Write down your words as you find them. There are at least 70 hidden words. **Happy Hunting!**

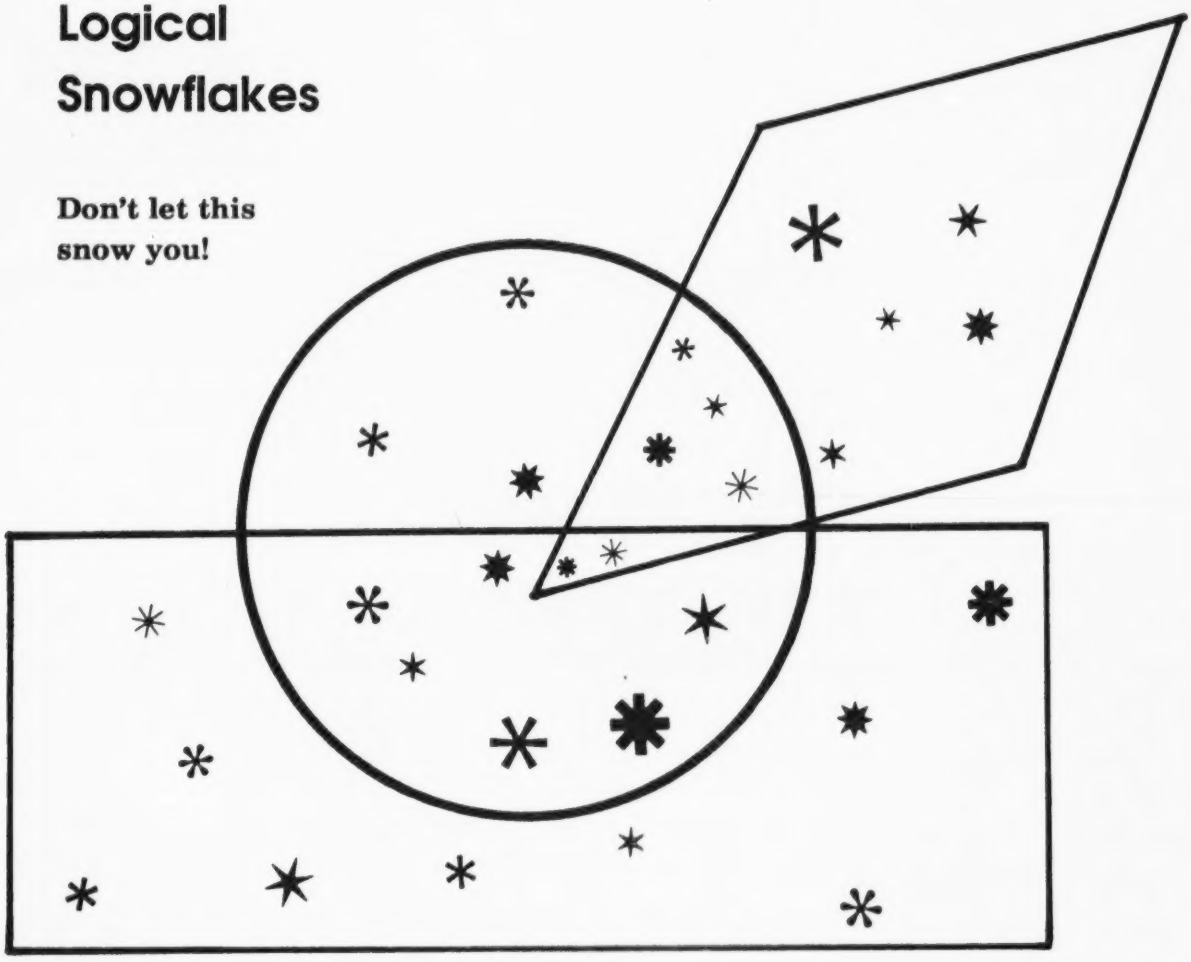
How many words did you find?
More than 10? **Good**
More than 20? **Very Good**
More than 30? **Wiz!**
Answers on page 51

Numerical Aptitude Activities

Check your numerical aptitude by trying these activities.

Logical Snowflakes

Don't let this snow you!



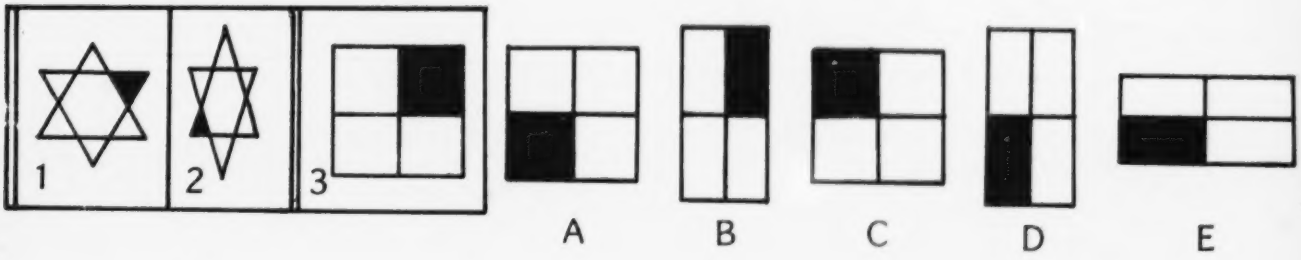
How many snow flakes are there:

- ☐ 1. in the circle, but not in the rectangle or diamond?
- ☐ 2. in the rectangle, but not in the circle or diamond?
- ☐ 3. in the rectangle and in the circle at the same time, but not in the diamond?
- ☐ 4. in the diamond and in the circle at the same time, but not in the rectangle?
- ☐ 5. in the diamond, but not in the rectangle nor in the circle?
- ☐ 6. in the rectangle and in the circle and in the diamond at the same time?

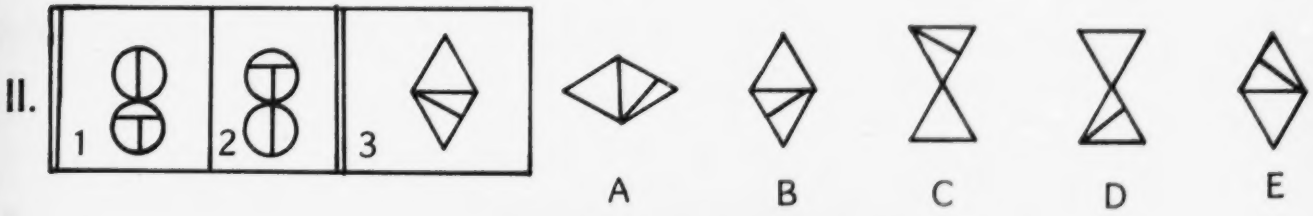
This is to That

Object number 1 changes to object 2 like object 3 changes to what letter?
Circle the best choice.

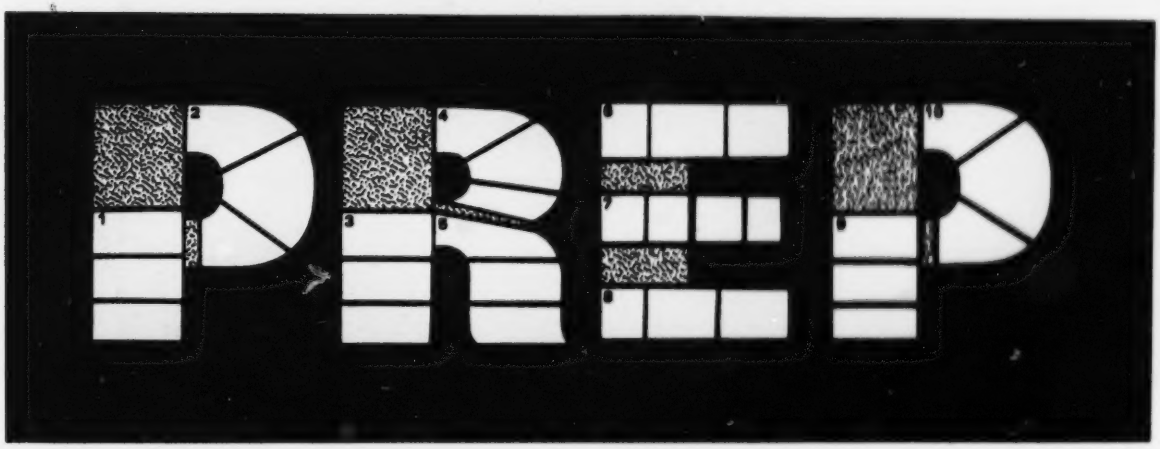
I.



II.



Fill in the PREP



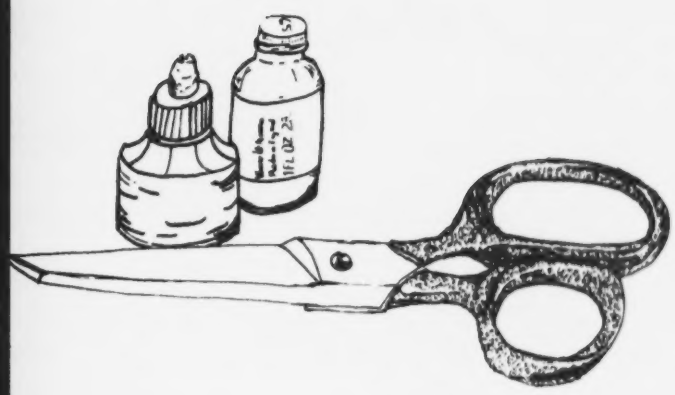
1. 24×16
2. 103+259
3. 949−428
4. 825÷3
5. 4×(11×12)
6. 3×3×3×8
7. 124+928−12
8. 1426−828
9. 27×5
10. 1×2×3×5×5

Answers are on page 51.

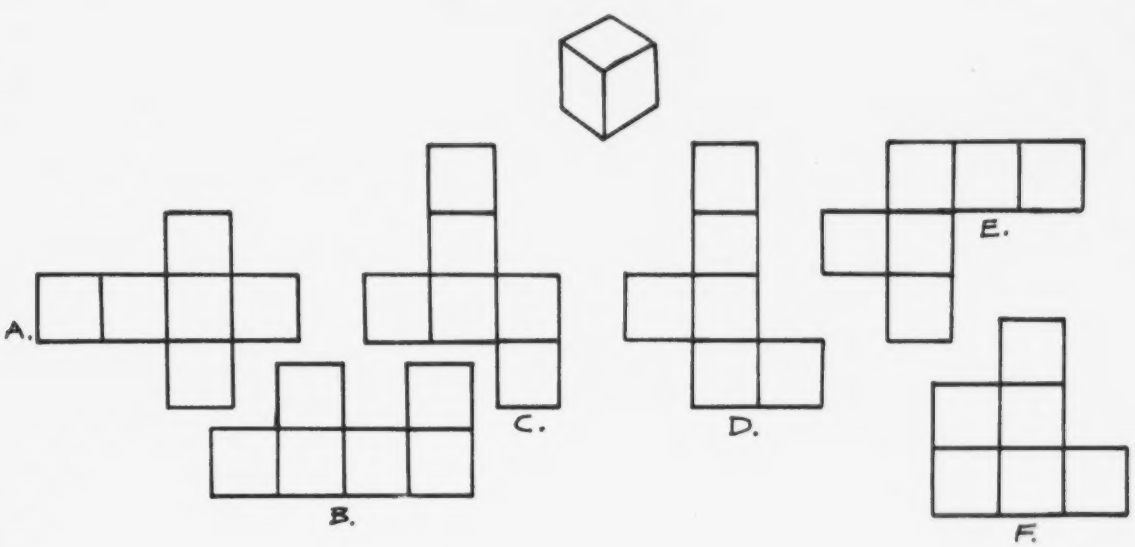
Visual Aptitude Activities

Check your visual aptitude by trying these activities.

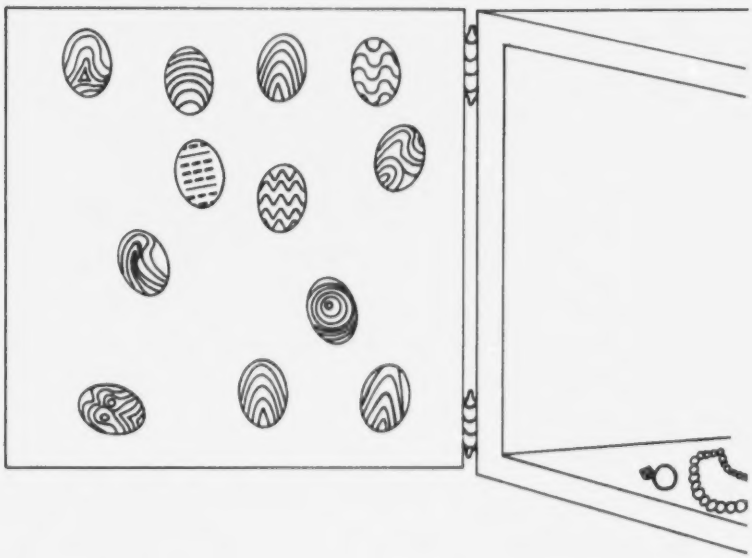
1. Study the picture below for 10 seconds. Then cover it up and draw the picture in the space on the right. Include as many details as you can. Or, list as many details as you can remember.



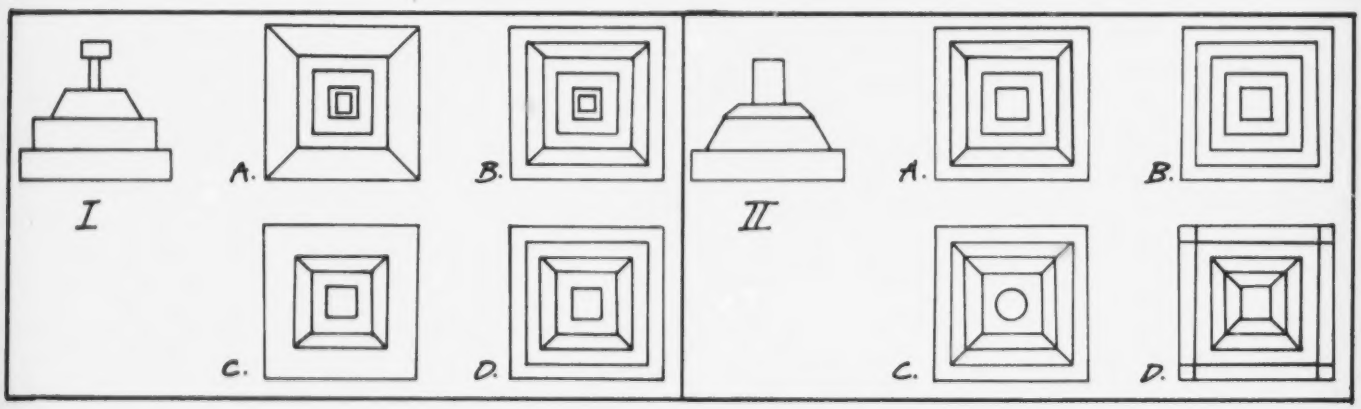
2. The cartons below are unfolded and flat. Decide which pictures will fold into a box with a cover, as shown put together below.



3. Find two fingerprints that are alike.



4. Find the correct top view for each of the two figures shown in side views below.



Answers are on page 51.

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Coordination Aptitude Activities

Check your coordination aptitude by trying these activities.

1. Balance

Divide the group into two equal sized subgroups: "performers" and "observers." Arrange the performers in one line and the observers opposite them in another line. Have the performers in one line close their eyes and balance on one foot. While using a watch, count aloud for sixty seconds. Have each observer in the other line note the time when the opposite performer touches his or her raised foot to the floor. Repeat this activity, reversing roles.

2. Finger Dexterity

Finger Ladder Up

Move index fingers and thumbs upward alternately to create an illusion of continuous climbing. Score = number of times that performance is executed in 10 seconds

Finger Ladder Down

Move index fingers and thumbs downward alternately to create an illusion of continuous descent. Score = number of times that performance is executed in 10 seconds.

3. Eye-Hand Coordination

Grasping the Nose and Opposite Ear

Grasp the left ear with the right hand and the nose with the left hand. Release the left ear and nose. Grasp the right ear with the left hand and the nose with the right hand. Release the right ear and nose, and continue alternating the grasps. Score = number of times the performance is executed correctly in 15 seconds.

Catching the Coins

Stand with a fist formed on the dominant hand, hold it waist-high in front of the body, palm down. Place one coin between the knuckles and wrist on the back of the hand. Flip the coin into the air with a wrist flick and catch the coin on its downward flight keeping the palm of the hand facing away from the body. Score = number of successful tries in five attempts. (Repeat the test using two coins, placing one at the knuckles and another at the wrist. Catch both coins. Score = number of successful tries out of ten attempts.)

Meeting of Fingers

Starting position: stand with arms extended to the side at shoulder level, palms facing forward, eyes closed. Keeping arms extended at shoulder level, bring ends of index fingers together in front of face. Score = number of successful tries out of ten attempts.

Activity 1 tests balancing skill.
Activity 2 tests finger dexterity.
Activity 3 tests eye-hand coordination.
If you can do all three activities, you're certainly well coordinated.

3 Interests

Jobs and activities can be grouped together according to the interest areas they involve. One way to do this uses five categories: *data*, *people*, *living things*, *objects*, and *ideas*. Most jobs and activities include a combination of these interests. However, knowing the interest area you like the best can help you explore different jobs.

Data: In *data* jobs and activities, people work with numbers, facts, or information. They may make decisions based on measurements. Someone interested in working with data may become a programmer, technical writer, or accountant.

People: In *people* jobs and activities, people work with other people. They may help people feel better, take care of people's needs, or help people learn. Someone interested in working with people may become a counselor, sales clerk, or doctor.

Living Things: In *living things* jobs and activities, people work with living organisms, like plants and animals. Someone interested in working with living things may become an animal caretaker, farmer, or biological scientist.

Objects: In *objects* jobs and activities, people work with machines, tools, materials, or equipment. They may make, operate, and fix things. Someone interested in working with objects may become a mechanic, carpenter, or TV camera operator.

Ideas: In *ideas* jobs and activities, people work with knowledge and concepts. They make decisions based on understanding and experience or try to influence others. Someone interested in working with ideas may become a politician, lawyer, or sales representative.

To discover whether you are most interested in *data*, *people*, *living things*, *objects*, or *ideas*, think about what you like to do now and what you liked to do in the past—your school activities, hobbies, part-time jobs, or household chores. The list at the bottom of the next page may give you ideas.

DIRECTIONS

1. Write the activities and jobs you've been involved in on the next page under the heading "**Activities.**"
2. Read the list you've made, and check (✔) the activities you like.
3. If you need to, reread the definitions of *data*, *people*, *living things*, *objects*, and *ideas*.
4. Decide which interest (*data*, *people*, *living things*, *objects*, or *ideas*) was the most important part of each activity for you. Put a check (✔) in the column under that interest heading.

   For example, if you've sold greeting cards door-to-door and liked keeping sales records the best, put a check (✔) in the **Data** column as shown here.

Activities	Ones I Like	Interests				
		Data	People	Liv. Things	Objects	Ideas
Door-to-door sales	✔	✔				

   If you liked meeting customers the most, put a check (✔) in the **People** column.
5. Add the number of checks (✔) in each column.
6. Which column (data, people, living things, objects, or ideas) has the highest total? The higher the total, the more important this interest may be to you in your career exploration.

My Activities and Interests

Activities	Ones I Like	Interests				
		Data	People	Liv. Things	Objects	Ideas
Totals for Interests						

Have You Worked at Any of These Activities?

Mowing the lawn
Playing on a team
Caring for plants
Cleaning the house
Drawing
Proofreading a paper
Designing a poster
Providing child care
Caring for a pet
Delivering newspapers
Selling door-to-door
Singing in a choir
Being club treasurer
Writing a story or poem
Tuning an engine
Entertaining friends
Cooking
Sewing
Doing crossword puzzles
Reading music
Putting a model together

4 Education

Most jobs require some kind of education and/or training. High school, military, vocational college, apprenticeship, university, and on-the-job training are all possibilities to explore. As you do, remember, employers prefer to hire the person with the most education and experience.

Many types of training programs are available. Some of the programs are discussed on this and the following three pages. Read through the program descriptions and the points to consider about each. You might find it helpful to put a plus (+) before points you consider advantages and a minus (–) before points that you consider disadvantages.

No High School Diploma

Some occupations require no special training before you are hired. A high school diploma may not even be needed. Someone may explain the job to you when you begin working. Or, you may take about a month to learn the job very well. You are still expected to come to work on time, work hard, and get along with other people on the job. Examples of occupations for which no prior training may be required are waiter or waitress, cab driver, and certain factory and farm laborers.

Points to consider:

- ☐ Many, though not all, of these positions are low paying.
- ☐ You may have little chance for promotion.
- ☐ You do not have to wait before you can start earning money.
- ☐ Although high school graduation may not be required, preference may be given to graduates.
- ☐ You do not have to pay for training.

High School Diploma

Most jobs require a high school diploma or General Equivalency Development (GED) diploma. Most employers want applicants who have general reading and writing ability, mathemetics skills, and the overall knowledge expected of high school graduates. Some employers want applicants with specific skills taught in high school courses, like typing, accounting, and shop.

Also, a high school diploma or GED is almost essential if you want to go on to college, become an apprentice, or join the armed forces.

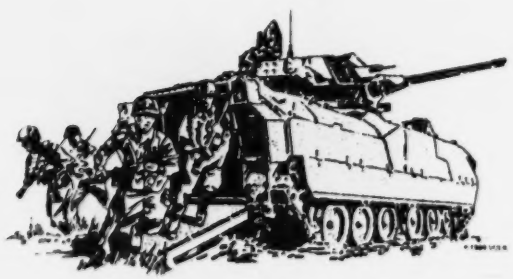
Points to consider:

- ☐ High school English courses will help you do a good job filling out employment applications.
- ☐ High school "skills" courses such as typing, shop, accounting, and mathematics give you skills to use on the job.
- ☐ Some high school courses may seem boring or not relevant to the kind of world you now live in.
- ☐ You and your parent(s) will be proud of your success in getting a diploma.
- ☐ Public high schools do not charge tuition.

Military Training

The armed forces (Army, Navy, Coast Guard, Marine Corps, and Air Force) offer a wide range of occupations. Many military occupations are closely related to civilian jobs. In many cases, you can choose your military training and occupation before signing enlistment papers. Examples of occupations for which you may be trained are secretary, baker, carpenter, medical technician, airplane mechanic, and computer programmer.

If you wish to become a commissioned officer, you may apply for appointment to one of the service academies. If you are successful, you will receive a free college education and a commission. You may also receive a commission through ROTC programs at many colleges and universities.



Points to consider:

- ☐ You must commit yourself for a period of time, usually two to four years.
- ☐ You receive room, board, a moderate salary, travel privileges, and other benefits in addition to your training.
- ☐ Military life is very regimented.
- ☐ You may have to go into combat during a military crisis.
- ☐ You may receive training for a job that is not available in civilian life.
- ☐ You may receive better training than is available elsewhere, such as flight training.

Short-Term Training

Some training programs last less than a year. They usually prepare you for one specific occupation. They may be offered at your high school. If so, you could prepare for a career before you graduate. Training of this type may also be offered at local colleges, community colleges, vocational colleges, business colleges, or private schools. Short periods of training are offered for such occupations as data entry operator, truck driver, typist, travel agent, and motorcycle mechanic.

Points to consider:

- ☐ Many kinds of institutions offer short-term training programs. One or more schools may be located near you.
- ☐ The classes are usually very practical. They are just the ones you need to work at one kind of job.
- ☐ New classes may start up often. Classes may be offered at night for people who are busy during the day.
- ☐ You can get on the job faster than people who choose longer periods of training.
- ☐ Jobs that require only short-term training may not be high paying or offer advancement.

One- or Two-Year Programs

Many jobs require a one-year or two-year training program. You may receive a certificate, a diploma, or an associate degree for this training. Many of these programs are offered at vocational and technical colleges, other technical schools, business colleges, community colleges, and some four-year colleges. Examples of occupations for which one- or two-year training programs are available are child care worker, court reporter, police officer, accountant, and auto mechanic.

Points to consider:

- ☐ Many kinds of institutions offer one- or two-year programs. One may be located near you.
- ☐ The classes you take are just the ones you need to work at one kind of job.
- ☐ Classes may be offered at night for those who are busy during the day.
- ☐ You may receive more personal attention and attend smaller classes than at a large college or university.
- ☐ Some vocational colleges and community colleges offer athletic, social, recreational, and cultural activities.
- ☐ Many of these institutions can serve as a stepping-stone to a four-year college if you later decide that is what you want.

Colleges and Universities

Four-year colleges and universities offer more than specific training for a career. They give you a chance to learn about yourself and the world around you. They offer athletic, recreational, social, and cultural activities, as well as different kinds of courses. At a college or university you may obtain a four-year bachelor's degree. After you graduate, you may decide to go on for a master's degree or a doctorate. Some occupations that usually require a bachelor's degree are teacher, electrical engineer, and journalist. Graduate degrees are required for social workers, lawyers, and medical doctors.

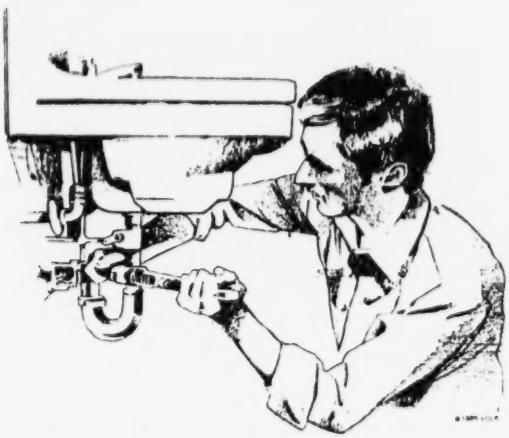
Points to consider:

- ☐ Colleges give you a chance to explore other interests in addition to career-related ones.
- ☐ You may find college very expensive compared to other forms of training, although you may be eligible for a loan or other financial aid.
- ☐ A college program may take longer than other kinds of training (4 years for a bachelor's degree, 1–3 years more for a master's degree, 2–6 years more for a doctorate).
- ☐ Having a college degree may increase a person's chances for employment, even if it's not required to do the job.

Apprenticeships

An apprenticeship is a program in which you learn a skilled trade while you are working. An experienced craftsperson guides you as you work and learn. You also take courses to learn the skills of your trade. You may remain an apprentice for as little as one year or as long as six years. When you have successfully completed your apprenticeship, you become rated as a "journey worker" in your trade.

Apprenticeship programs are usually regulated by the state. They are often run in cooperation with employer associations and trade unions. Examples of occupations that may have an apprenticeship program are electrician, carpenter, and chef.



Points to consider:

- ☐ Apprentices earn money at their trade while they are learning.
- ☐ Trades for which there are apprenticeships are often high-paying.
- ☐ Apprenticeships have to be applied for and may be hard to get.
- ☐ Apprentices work at much lower pay than those who have already completed their training.
- ☐ Apprentices are more likely to be hired in their trades than workers who have not had an apprenticeship.

On-the-Job Training

On-the-job training programs are frequently offered by businesses to new employees. Either one-on-one instruction by an experienced co-worker or formal class instruction, or both, may be involved. The training programs are usually quite short and directed only at the specific skills needed for the job. Employees are paid during their on-the-job training, but a raise in pay may depend upon successful completion of the training.

Some examples of on-the-job training are: checking out a new cook on the automatic hamburger grill at a fast food restaurant, training a typist to use a word-processing program, and qualifying an airline pilot to fly a new aircraft model.

Points to Consider:

- ☐ On-the-job training is often very specific to the needs of one particular job while working for one employer.
- ☐ Persons receiving on-the-job training receive pay and benefits during their training.
- ☐ You may receive very personal and individual instruction while undergoing on-the-job training.
- ☐ On-the-job training does not usually teach basic skills, but how to use those skills with certain items of equipment or in particular situations.

Now that you have read through the descriptions, think about how they relate to you by answering the following questions:

1. How much time do you want to spend training for your career? Which education and training programs take that amount of time?

2. Do you enjoy and do well in school? Depending on your answer, at which education and training options are you most likely to succeed?

3. Are you willing to move to receive further education and training? Depending on your answer, which options apply to you?

4. Will you need to earn full time wages while you receive education and training? Depending on your answer, which options apply to you?

5. Do you want to expand your knowledge beyond what you will need on the job? Depending on your answer, which education and training options apply to you?

5 Work Methods

The way you work on the job may have a lot to do with the way you feel about your job. For example, you may not enjoy having to follow set procedures or it maybe frustrating to deal with many unplanned meetings or problems. It is helpful to have an idea of your preferred work method when you explore career possibilities. Most occupations call for one or more of the following work methods.

Regular Tasks: A substantial portion of the occupation's activities are clearly defined. Specific work procedures or specific instructions must be followed to perform successfully. Consistency, accuracy of measurement, or keeping precise records may be required.

Sample occupations: chemist, cashier, word processor operator, and machine setup operator.

Creative: A substantial portion of the occupation's activities requires developing new solutions to complete tasks. It requires finding new procedures and designs to produce products or thinking up new themes or new ideas to accomplish tasks.

Sample occupations: architect, industrial engineer, display person, commercial artist, and illustrative photographer.

Problem solving: A substantial portion of the occupation's activities is choosing one solution to a problem that might have several alternative solutions. A great deal of judgment may be required as only minimal amounts of information may be available to make a decision. Quick decisions may be required, and decisions may be of great importance to others. The occupation often causes workers to feel a great deal of stress.

Sample occupations: editor, attorney, police officer, pilot, doctor, and club manager.

The ***work methods*** you use in daily activities may give you some idea of the work method you would prefer to use on the job. The activity on the next page may help you decide. Answer "a" reflects a regular tasks work method. Answer "b" reflects a creative work method. Answer "c" reflects a problem solving work method.

(Continue on the next page)

DIRECTIONS

Read each of the items below and circle the answer that best describes the way you do things. Remember, this is not a test. There are no right or wrong answers.

1. If you were shopping for clothes, you would:
   a. Tend to go to the same stores and buy clothes that are similar to the ones you already have.
   b. Seek out unusual, new, and different styles.
   c. Decide ahead of time what to buy, where to buy it, and how much to spend.
2. If you went holiday shopping, you would:
   a. Find out exactly what each person on you list wants and get it for them.
   b. Walk through stores, seeking unusual gifts that express your thoughts about each person.
   c. Figure out how much you can afford to spend for each person, make a shopping list, and shop early so you can compare prices.
3. If you got lost trying to reach a destination, you would:
   a. Ask directions as soon as you could.
   b. Wander around for a while, exploring or enjoying your surroundings before trying to find your way.
   c. Try to figure out the way before asking directions.
4. Gifts you would most enjoy receiving are:
   a. Model or craft kits in which you put something together by following directions.
   b. Wood-working, metal-working, or art materials with which you make things.
   c. Books or games in which you solve mysteries or outwit opponents.
5. If you had a garden, you would most enjoy:
   a. Maintaining it—planting, watering, weeding.
   b. Watching things grow and imagining how they will look when they are mature.
   c. Consulting garden books on growing healthy, pest free plants.
6. If you worked on a campaign or fund-raising committee, you would prefer:
   a. Making phone calls to solicit support.
   b. Making up slogans for posters and leaflets.
   c. Rearranging the office to make it run more efficiently.
7. When you're with friends, you usually:
   a. Want to do the same things you've had fun doing in the past.
   b. Come up with different ideas for things to do.
   c. Help the group decide what to do or find a way to get the group to do what you want.
8. In math class, you would prefer:
   a. Working rows of similar problems.
   b. Making up story problems or math puzzles.
   c. Solving story problems or math puzzles.
9. If you were to hold a club office, you would probably want to be in charge of:
   a. Keeping the club materials or records in order.
   b. Coming up with new projects for the club.
   c. Leading discussions in which decisions are made.

(Continue on the next page)

10. If you were to cook spaghetti, you would probably:
    a. Follow the recipe exactly.
    b. Experiment and change the recipe to make it more to your tastes.
    c. Find a way to use a recipe even if you don't have one of the ingredients.
11. If you went out to eat, you would usually:
    a. Order the same thing every time.
    b. Order the most unusual item on the menu.
    c. Figure out which choice gives you the best meal at the lowest price.
12. When getting dressed in the morning, you:
    a. Wear whatever is clean.
    b. Wear clothes that express your mood that day.
    c. Check the weather report before choosing what to wear.
13. If you had a day off from work or school, you would:
    a. Do the same things you always do on your days off.
    b. Do what you feel like doing on the spur of the moment.
    c. Plan ahead of time how to fit in all the activities you want to do.
14. In English class, you would prefer:
    a. Underlining subjects and verbs in sentences.
    b. Writing a poem or short story.
    c. Taking a stand on an issue and finding facts to support it.
15. When you wash your hair, you usually:
    a. Use the same tried and true shampoo.
    b. Enjoy trying new products that come on the market.
    c. Try certain techniques or hair products to combat your hair problems.

Now, count up all the a's you circled and write the number in the space below. Do the same thing for the b's and c's you circled.

Your number of a's: _____

b's: _____

c's: _____

Do you have a higher number of *a*'s? If so, then you may prefer *regular tasks* work methods.

More *b*'s? Maybe a job which requires *creative* work methods would suit you.

More *c*'s? Perhaps you'd prefer a career which requires *problem solving* work methods.

Do you have about the same number of *a*'s, *b*'s, and *c*'s? Perhaps it doesn't matter to you which work methods you use. On the other hand, you may be happiest when you are using all three!

6 Travel

How much travel do you want to do in your future occupation? Generally, there are three levels to choose from:

- **single work place**
- **local travel**
- **overnight travel**

For each level of travel there are different points to consider. Whether these are advantages or disadvantages depends on what you like.

DIRECTIONS

1. Read the description and the points to consider for ***single work place*** occupations.
2. Place a "+" in the box beside each point that would be an advantage for you.
3. Place a "–" in the box beside each point that would be a disadvantage for you.
4. Repeat steps 1, 2, and 3 for ***local travel*** and ***overnight travel*** occupations.

Single Work Place

In some occupations, people go to the same place to work every day. Occasionally, they may travel near or far for their job, but usually they work in the same place. Teachers, for example, work in the same school building every day although they sometimes take their classes on field trips or attend teachers' conventions in other cities. Other occupations that usually have a single work place include: auto mechanics, medical technologists, office managers, and sales clerks.

Points to consider:

- ☐ You may be able to car-pool or take public transportation.
- ☐ You usually stay in one place all day.
- ☐ You can make friends at work and eat lunch with co-workers.
- ☐ You may have your own work area.
- ☐ You may be closely supervised at work.
- ☐ You can eat your evening meal at home.
- ☐ You may work regularly with people you don't like.

Local Travel

In some occupations, people move from place to place during working hours or change job sites periodically. Occasionally, they may work at the same place for a long time or travel to a distant place, but usually their work involves local travel and they go home at the end of each workday. Construction workers, for example, work at a job site until their work is completed, then they move to a different job site. Other occupations that usually require local travel include: mail carriers, delivery truck drivers, news reporters, and police officers.

Points to consider:

- ☐ You may meet many new people.
- ☐ You may work on your own without close supervision.
- ☐ You may be outside a lot, either walking or driving.
- ☐ You may get to know most of the streets in your community or area.
- ☐ You can spend your off-work hours with family or friends.
- ☐ You move around and don't spend all your working time in one place.
- ☐ You may drive or walk in poor weather.

Overnight Travel

In some occupations, people take long trips and stay overnight in hotels or motels. They may have a home office to return to, or have some business they can take care of with one day trips, but much of their time is spent living out of a suitcase. A manufacturer's sales representative, for example, may go out on the road for weeks at a time, only coming home to rest up and plan the next trip. Other occupations that require overnight travel include: airline pilots, tractor-trailor truck drivers, entertainers, and sales representatives.

Points to consider:

- ☐ You may meet new people on the job or while traveling.
- ☐ You often eat at restaurants and may often eat alone.
- ☐ You may have a variety of experiences in your travels including: sightseeing, different foods, languages, and lifestyles.
- ☐ You may travel in poor weather.
- ☐ You are often away from your family, friends, and community.
- ☐ You may spend hours alone–traveling or in hotel rooms.
- ☐ You may have a flexible schedule and work without close supervision.

What level of ***travel*** do you prefer?_____

Why? _____

_____

_____

_____

Note: Travel characteristics of occupations are referred to as ***mobility*** in some WCIS workbooks and programs.

7 Urban or Rural Job Setting

Urban jobs are often different from rural jobs. And living in a city is different from living in the country. Have you thought about where you'd like to work ... and live? Your choices will affect your lifestyle and the jobs available to you. Your choices can also help you explore occupations.

Urban areas in Wisconsin are small compared to New York City, Chicago, or Los Angeles. If you prefer city life you may want to live in Milwaukee, Madison, Janesville, Eau Claire, or any of the larger cities in our state. Or you may want to live in a suburb or smaller town and commute to your job in the city. There are a wide variety of job opportunities in urban areas.

Rural areas make up most of Wisconsin. If you enjoy living in a small town or in the country, away from the larger cities, there are many places for you to live and work. Many people work in jobs related to agriculture—farmers, veterinarians, equipment sales and service. Other rural people own small businesses and provide services—grocery stores, pharmacies, hardware stores.

Which Do You Prefer?

DIRECTIONS

1. Read the list of characteristics below, and put a check mark (✔) in front of the ones that are important to you.
2. Go over the characteristics you chose, and circle the ✔s for the eight that are **most** important.

Urban and rural characteristics

1. a choice of schools or colleges.
2. low taxes.
3. many personal and social services—churches, health clubs, special interest groups.
4. natural surroundings.
5. variety of good quality medical services.
6. friendliness—you know most of the local people.
7. privacy—people mind their own business, not yours.
8. ability to keep a variety of pets or other animals.
9. fast-paced lifestyle.
10. no traffic jams.
11. many restaurants.
12. peace and quiet.
13. change—new buildings, stores, restaurants, people.
14. possible to socialize in the community with people you do business with.
15. wide range of cultural activities and entertainment, such as movies, concerts, and plays.
16. self-sufficiency—ability to grow food for your family (and perhaps to sell).
17. public transportation readily available—airports, cabs, buses.
18. low crime rate.

Urban and rural characteristics (cont'd)

19. choice of shopping places—competitive pricing.
20. stability—little change in surroundings and local residents.
21. community services—garbage collection, sewage disposal, snow removal.
22. slow-paced lifestyle.
23. chance to meet many different kinds of people.
24. opportunity to have a voice in your community.

Of the eight characteristics you circled, how many were odd numbered (1, 3, 5, etc.)?

Write the total here _____.

Of the eight characteristics you circled, how many were even numbered (2, 4, 6, etc.)?

Write the total here _____.

If you had more *odd numbered* characteristics you may prefer working and living in an urban area.

If you had more *even numbered* characteristics you may prefer working and living in a rural area.

If you had *about the same* number of odd and even characteristics you may prefer working in a city and living in a suburb, smaller town, or country setting within commuting distance. On the other hand, you may prefer living in a city and driving to work in the country.

Fill in the blanks below.

I prefer to *work* in a(n) _____ setting, because_____

_____

_____

I prefer to *live* in a(n) _____ setting, because_____

_____

_____

Note: If you prefer to work in one setting (urban or rural) and live in another, use the location of your **job setting** to explore occupations.

8 Physical Effort

Many occupations require much more physical effort than you may think. Many very familiar jobs require you to sit for hours at a time. Or, you may have to bend over a lot. You may even have to lift heavy equipment in some jobs. How much do you know about the physical requirements of familiar occupations?

DIRECTIONS

1. Read each job description below. The job descriptions cover only the physical activities of the workers and don't give a clear picture about other details.
2. Try to recognize the jobs from these limited descriptions. Write the answers on the lines provided.
3. If you are stumped, look for the job titles in the "word search puzzle" on the next page.

1. Mostly Sitting/Some Climbing

First you step up to climb into a small compartment. Then you sit for hours at a time, grasping a circular object as you continually stare through glass. You are jiggled a little as you sit. Occasionally you may even be swayed or bounced. For long stretches of time, all you do is sit, hold the circular object or reach to adjust other objects.

This worker is a(n)_____.

2. Mostly Standing

You step around a person who is sitting. You lift your arm as you move your hands and fingers. You are doing light but very precise work. Sometimes you stand back and look at the effect of your work.

This worker is a(n)_____.

3. Considerable Walking

If you like walking, carrying and reaching, you may like this job. First you do a lot of light lifting and reaching as you sort many small, flat, very light objects. Later, you walk outside from place to place, putting the small objects on your back, or you may push a container of them as you walk from place to place. In some areas, a person may drive from place to place.

This worker is a(n)_____.

4. Lifting and Balancing

You first walk across a room, usually smiling, and then stand for awhile listening carefully. As you listen, you wiggle your hand as it presses something down on a small flat object. Then you walk away. Later you return, balancing a larger flat object on which you have placed some containers. You have to be careful as you lift the containers and place them just so on a flat surface. The containers may burn you or spill easily.

This worker is a(n)_____.

5. Standing, Stooping, and Crouching

In this job you may stand a lot. Also, you may be walking, stooping, and crouching sometimes. You may stand and talk at the front of the room, then walk around the room, stooping, or crouching as you listen or talk.

This worker is a(n)_____.

6. Kneeling and Crawling

In this job you kneel and measure large, flat shapes–usually squares and rectangles. Then you carry a heavy roll of material, set it down, and roll it out, crawling on your hands and knees. You kneel and cut the material to the size you want. Then you crawl all over it, fastening it down.

This worker is a(n)_____.

If you are working with others, you might enjoy making up your own job descriptions for others to guess. In this way, you will become more familiar with the physical requirements of other jobs. In any case, be sure to think about the kinds of ***physical effort*** you do and don't like. This information can be important when considering occupations in which you are interested.

Which kind of physical effort mentioned in the titles for numbers 1 through 6 do you like the least?

Write it here:_____.

WORD SEARCH PUZZLE

The answers to the six occupations in the exercises above are hidden in the puzzle. They may be written across, down, or diagonally—even backwards.

T B Z J A T R U C K D R I V E R
U R I E H R E Y A L T E P R A C
K W E D C S Q C I N A H C E M A
G T P B F I N Q C M Y C K P O D
D S S E R T I A W I W A I T E R
M A I L C A R R I E R E J N V K
S H D M X K B M J N W T A E Z P

(Answers on page 52)

9 Budgeting

How much money will it take to support yourself without financial help from your parents or other sources? What kind of lifestyle do you desire? These are important questions to consider when exploring different occupations.

No one really knows what the economy will be like in the future when you're ready to enter the workforce. But you can begin preparing for your future by learning to budget. The numbers will be different when you're doing it for real, but the basic idea is the same.

1 Let's say you are now working full time and earning a *gross income* of $1,200 per month. That's about $7 per hour and $14,400 per year. The first thing to do is subtract 20%. That's what the government takes to cover state and federal income taxes and social security taxes. You now have a *net income* of $960 per month.

2 The second thing to do is find out the approximate cost of each budget item listed on the next page. It's going to take some work to uncover this information, so don't give up. Ask your teacher, parents, or any other adult you know. Look in the want ads to find out what a one bedroom apartment costs. Some of the items you can estimate for yourself.

3 Third, balance your budget. A mandatory expense is $10 a month for *savings* (emergencies, home down-payment, dream vacation, etc.), so pay your savings first—no exceptions. If it all adds up to $960 or under—congratulations! If it totals more than that, you must decide where you're going to spend less. Don't stop until your budget is balanced.

Last, as you're exploring different occupations, consider what your earnings will be. How important this is to you depends upon your values. But you must understand that your future income will determine your future lifestyle to a large degree.

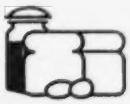
WCIS thanks Rosalie K. Wiand, a careers teacher in the Pulaski Community School District, for sharing her methods of teaching students about budgeting. This activity was developed using her ideas.

Sample Monthly Budget

Home (rent) $_____

Utilities

- Heat $_____
- Water _____
- Electricity _____
- Gas _____
- Telephone _____
- Other _____
- Total $_____



Food $_____

Clothing $_____

Home Maintenance

- Repairs/decorating $_____
- Cleaning supplies _____
- Total $_____

Personal Care $_____

- Laundry $_____
- Hair cuts, etc. _____
- Total $_____

Child (if you have one)

- Day care $_____
- Baby-sitter _____
- Special gifts/toys, etc. _____
- Total $_____

Health Care

- Doctor $_____
- Dentist _____
- Prescriptions _____
- Health Insurance _____
- Total $_____

Transportation

- Car (gas, oil, repairs) $_____
- Car insurance _____
- Bus, taxi, other _____
- Total $_____

Entertainment $_____

Savings $_____

Donations $_____

Miscellaneous $_____

Total $_____

10 Values

Everyday you make choices.

- How do you want to live?
- Who are your friends?
- What will you do after school?
- What clothes will you wear?

What choices are you making? Whatever you choose, it is based on what's most important to you. What has more *value* to you than something else?

You can think about the things you value while exploring different occupations. Below is a list of several things many people value in life.

These values mean different things to different people. Some values are also more important to some people than others. Do the exercise below to learn more about what you value.

DIRECTIONS

1. Look at the words listed below. Is achievement important to you? ... or creativity ... or money?
2. Consider what each word means to you ... what you value about it. For example: to you, health may mean eating well and getting exercise—or it could mean not being sick.
3. Rank each word by how important the value it represents is to you. Choose the ones that are most important to you. Think carefully and work slowly.

_____ Achievement	_____ Freedom	_____ Money
_____ Adventure	_____ Friendship	_____ Peace
_____ Beauty	_____ Happiness	_____ Power
_____ Clothes	_____ Health	_____ Recognition
_____ Creativity	_____ Independence	_____ Respect
_____ Family	_____ Justice	_____ Social responsibility

What are your top three values in this list? Write them on the lines below.

_____

_____

_____

As you explore different occupations, consider how they may affect the things you value.

For example: People who value family may want an occupation that allows them time to spend with their partner and/or children. They may not want overnight travel or overtime hours. They may want a low pressure occupation, so they have energy for their family after work. On the other hand: People who value power may want an occupation that allows them to have influence over others. They may prefer to work with people, rather than carrying out tasks independently. They may want to be seen by others as an authority figure who is in charge.

11 Making Decisions

Learning how to make decisions is one of the most important things you will ever do. According to H. B. Gelatt, a national expert in career decision making, there are three parts to decision making: gathering information, processing information, and making a choice.

Information

There are a couple of things to remember about information. First, it soon becomes obsolete, so make sure your information is coming from current sources. Second, new information is being created every day. The occupation you will be working in 20 years from now may not even exist today. So learn to gather information continuously.

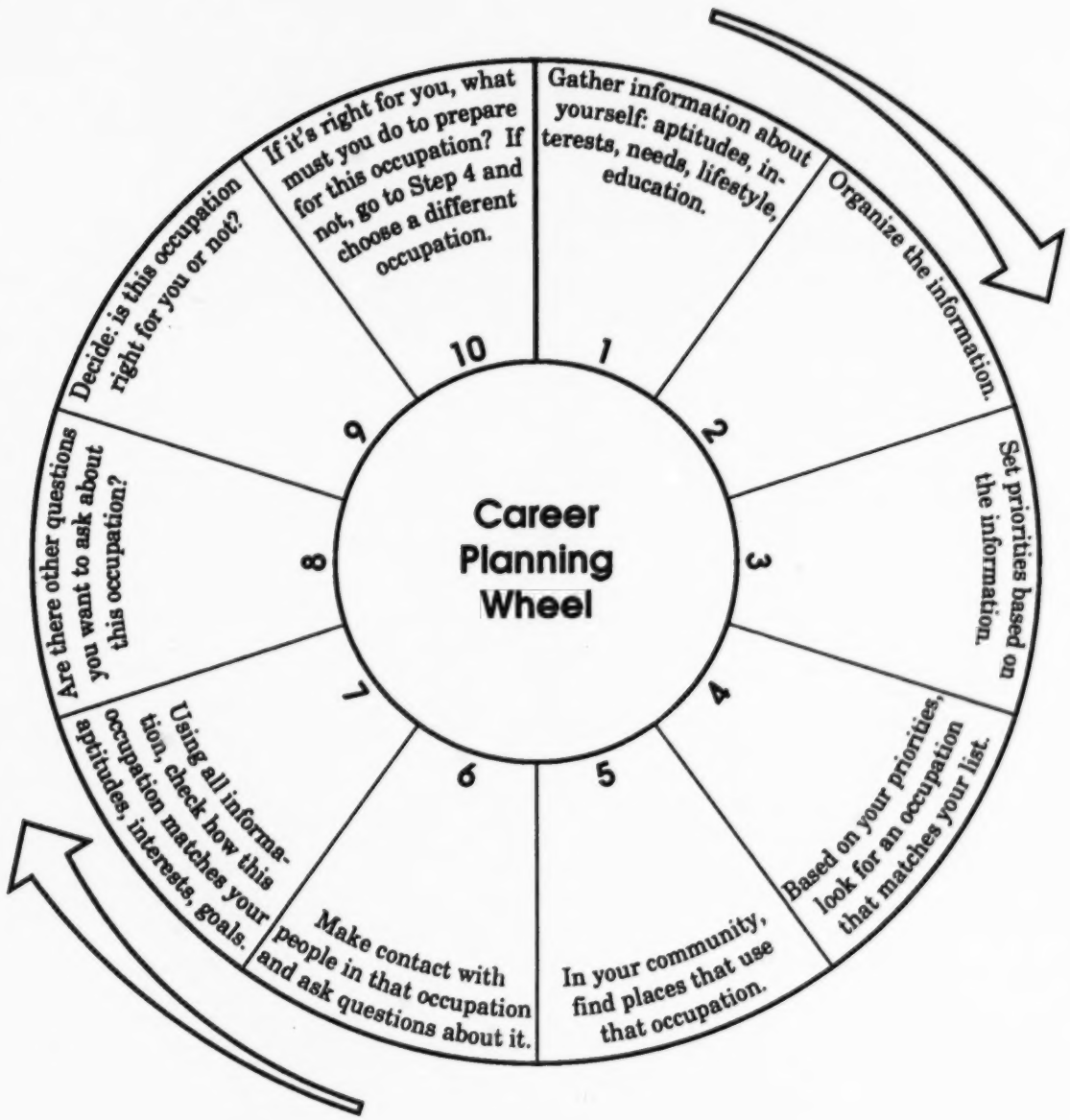
Process

Processing information occurs in your mind. It's what happens when information comes into your mind and mixes with your vision of yourself and the world. The most important thing you can do when processing information is to be aware of the limits in your own vision. What do you automatically "know" you cannot do, be, or have? Challenge your ideas about what is possible.

Choice

How do you make choices about your career when you don't know what the future will be? First, think of your career as something that evolves. It isn't the result of one or two choices that you make. It's a **series** of choices that you will make over your lifetime. The choices you make today will shape your career, but you can make other choices down the line if you don't like how things are turning out.

The ***Career Planning Wheel*** on the next page is one way to picture decision making. It breaks the *information*, *process*, and *choice* stages into 10 steps.


Career Planning Wheel
1
Gather information about yourself: aptitudes, interests, needs, lifestyle, education.
2
Organize the information.
3
Set priorities based on the information.
4
Based on your priorities, look for an occupation that matches your list.
5
In your community, find places that use that occupation.
6
Make contact with people in that occupation and ask questions about it.
7
Using all information, check how this occupation matches your aptitudes, interests, goals.
8
Are there other questions you want to ask about this occupation?
9
Decide: is this occupation right for you or not?
10
If it's right for you, what must you do to prepare for this occupation? If not, go to Step 4 and choose a different occupation.

Throughout this workbook you've been learning some things about yourself and where you might fit into the work world. This is Step 1 on the Career Planning Wheel.

Let's take Step 2, ***Organize the Information***, and draw all this information together. This will help you be focused as you begin exploring occupations in the ***Scan*** workbook or the ***Career Scan*** or ***Career Selector*** computer program. The questions on the next page summarize your responses from the first 10 sections of ***Prep***.

For each question, turn back to the pages listed and fill in your answers.

1. I am most interested in the _____, _____, and _____ industries.
   (Page 7: There are nine choices.)

2. The school subjects that relate to my industries are _____, _____, and _____.
   (Page 8: There are twelve choices.)

3. My strongest aptitude is _____.
   (Page 20: *verbal*, *numerical*, *visual*, or *coordination*)

4. I am most interested in working with _____.
   (Page 29: *data*, *people*, *living things*, *objects*, or *ideas*)

5. The education and/or training programs I am most interested in are _____, _____, and _____.
   (Page 34: There are eight choices.)

6. The work method I most prefer is _____.
   (Page 37: *regular tasks*, *creative*, or *problem solving*)

7. The level of travel I most prefer on the job is _____.
   (Page 39: *single work place*, *local travel*, or *overnight travel*)

8. The job setting I most prefer to work in is _____.
   (Page 41: *urban* or *rural*)

9. I would prefer to live in a(n) _____ setting.
   (Page 41: *urban* or *rural*)

10. The level of physical effort I **least** prefer to use on the job is _____.
    (Pages 42 and 43: There are six choices.)

11. My three most important values are _____, _____, and _____.
    (Page 46: There are several choices.)

Step 3 in decision making is ***Setting Priorities***. Look at your answers in Step 2. Which ones are very important to you? Which ones are less important? Write your answers on the blanks below.

Very Important	Less Important
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step 4 is ***Looking for Occupations*** that match your priorities. WCIS has resources that may be available to help you do this.

- ***Scan*** is a paper and pencil activity that makes use of your answers from this workbook and helps you find occupations that match your priorities.
- ***Career Scan*** is a computer program which does the same sort of occupation search as ***Scan***.

Use Step 5 through Step 10 to explore each occupation that looks interesting to you. This process can take awhile. As you go along, you may learn about new occupations that interest you. Stay flexible. Keep exploring. Accept uncertainty, and create your own future—one step at a time.

Answer Keys

Section 2, Aptitudes

Verbal Aptitude Activity (Pages 21 and 22)

4. surprise, truly, grammar
5. Pat likes nothing more than the thrill of strange places, mysterious languages, and unlikely customs.
6. *accented*—ascended *irregardless*—regardless
   (You should have copied sentences c. and d.)
7. L (But you should not have written anything–see Step 1 and Step 8.)
8. You should not have written anything.
9. Same as 8.

Hidden Word Square

aloe, arm, aural, calm, cam, car, cart, clam, clamor, clod, close, closed, doe, does, dorm, dose, drag, drum, gap, gar, garlic, gram, liar, lode, lose, malic, mail, mails, map, mar, mart, mod, mode, molar, mop, mural, mut, ode, odes, par, pod, poi, poise, poised, polar, pose, pram, pro, prod, prom, prose, rag, rail, rails, raise, raised, ram, rod, rode, roe, rose, rum, rumor, rural, rut, silo, slam, slop, sod, soil, solar, trail, tram, tumor, turmoil

Numerical Aptitude Activities (Pages 23 and 24)

Logical Snowflakes: 1. ***3*** 2. ***9*** 3. ***6*** 4. ***4*** 5. ***5*** 6. ***2***

This is to That: 1. ***D*** 2. ***C***

Fill in the PREP:

1. ***384***	4. ***275***	7. ***1040***	10. ***150***	
2. ***362***	5. ***528***	8. ***598***		
3. ***521***	6. ***216***	9. ***135***		

Visual Aptitude Activities (Pages 25 and 26)

1. Add details that you had and that we don't list here. Then find the total number of details that you showed or listed.
   a. scissors pointed to left
   b. 2 bottles
   c. bottles above and to left of scissors
   d. handles of scissors dark color
   e. handles: round below, long above
   f. scissors has screw
   g. right jar has label
   h. left jar touches scissors
   i. right jar touching and behind left jar
   j. right jar has screw-on lid
   k. right jar is taller than left jar
   l. left jar has lines on top

Scoring: 8–11 details retained: above average visual memory
12+ details: excellent visual memory

2. The following can be folded into a 6-sided box: ***A, C, D.***
3. The third fingerprint across the top matches with the middle fingerprint along the bottom.
4. I. ***D*** II. ***C***

Answer Keys (continued)

Physical Effort (Pages 42 and 43)

1. Truck Driver
2. Barber
3. Mail Carrier
4. Waiter or Waitress
5. Teacher
6. Carpet Layer

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